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Final Report

CONFERENCE REPORT: NATIONAL CONFERENCE ON HERITAGE LANGUAGE TEACHER TRAINING

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National Heritage Language Resource Unit
Ontario Institute for Studies in Education

A Report Submitted to the Multiculturalism Sector,
Secretary of State, Ottawa, March 1988

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CONFERENCE REPORT: NATIONAL CONFERENCE ON HERITAGE LANGUAGE TEACHER TRAINING[1]

The National Heritage Language Teacher Training Conference took place at the Ontario Institute for Studies in Education on January 15 and 16 1988. The conference was organized by the National Heritage Language Resource Unit (NHLRU) with funding from the Multiculturalism Sector of the Secretary of State. The major goals of the conference were to set in motion a process whereby cooperation and coordination of heritage language teacher training efforts across Canada could be realized and to establish a structure to facilitate the development of courses leading to a formally recognised qualification.

A planning committee comprised primarily of faculty members in post-secondary institutions who had been involved in offering heritage language teacher training courses as well as ethnocultural community leaders met on March 27 and 28 1987 to plan the organization of the conference. Members of the planning committee are listed in Appendix 1. The planning committee helped assemble descriptions both of existing courses for heritage language teachers and also courses for English-as-a-second-language (ESL), Native and French-as-a-second-language (FSL) teachers that might serve as models for heritage language teacher training. These materials were distributed to conference participants prior to the conference and subsequently updated as a result of input from conference participants. The updated course descriptions are shown in Appendix 2. The planning committee also helped identify delegates from the different regions and the list of invited delegates is shown in Appendix 3. Approximately 140 participants attended the conference.

The conference program consisted of a Friday morning address by the Hon. David Crombie, Secretary of State, and afternoon panels on Friday on (1) Policy Directions in Heritage Language Teacher Training and (2) Community Goals in Heritage Language Teacher Training. The Saturday sessions consisted of plenary and small working group sessions directed to clarifying issues and specifying concrete directions for the implementation of effective heritage language teacher training programs. Regional delegates also met to discuss implementation of recommendations at the regional level. The Conference Program and small working group discussion topics are presented in Appendix 4. The chairpersons of the small groups reported the conclusions of their group discussions with respect to the topics listed in Appendix 4. The present report is also organized in terms of these topics.

Groups were asked to discuss the issues with respect either to teacher training for instruction within the regular school program or teacher training for instruction within community-run or continuing education programs.[2] The major difference betwen these two situations is that a Bachelor's degree is required for teaching within the regular school and thus the entry qualifications of regular program teachers to a heritage language training course are likely to be higher than those of teachers who teach outside the regular school system. However, recommendations with respect to these two situations overlapped considerably and they will thus be reported together. Where

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[1]The authors would like to express appreciation to Sonia Fiorucci, Richard Kruk, Ellen Jeske and Joyce Hayes for assistance in the conference organization and report preparation. Also the contributions of the conference planning committee are gratefully acknowledged.

[2]Teachers in these programs will be termed "supplementary school" teachers in the remainder of this report.

recommendations are specific to only one of these situations this will be noted.

In general terms, structural problems in offering courses for teachers who teach heritage languages as regular curriculum subjects were not considered major since models of FSL and ESL specialist courses already exist and are recognised for provincial credit. However, apart from "modern language programs" at the secondary level, heritage language programs within the regular elementary school curriculum exist in only a small number of provinces and for only a handful of languages (see Apppendix 2). In some cases the status of the program is not entirely secure (e.g a change of government might reverse policy) and thus the political will to strongly promote specialization courses is sometimes lacking.

In the case of community-run or continuing education courses, the structural problems in offering courses leading to a recognised qualification are more evident. Efforts to obtain provincial recognition for courses leading to a heritage language certificate (e.g. in Saskatchewan and Ontario) have not been successful, primarily because Ministries of Education were concerned about negative reaction from teacher federations. Certification was not appropriate, it was suggested, because the programs were offered, for the most part, outside the regular school system.

Specific suggestions for overcoming this impasse were offered by delegates at the conference and are discussed below. The general view that emerged from the discussions was that post-secondary institutions are likely to be responsive to community representation for the development and implementation of diploma (or other qualification) courses for heritage language teachers if they can be shown that there is a serious demand (i.e. "market") for such courses. However, if post-secondary institutions were to respond to community needs individually and in isolation from each other (both within and across provinces), there would be a proliferation of non-comparable qualifications and considerable duplication of effort. Thus, the provision of a flexible framework to guide the development of such teacher training courses without constricting the initiative or creativity of individual institutions would be desirable. The framework could recommend options for course organization, contact hours, priority content to be covered and appropriate teaching resources for this content (texts, articles, videotapes, etc), as well as procedures for assessing entry qualifications to the course (e.g. proficiency in heritage and official languages) and evaluation of student performance. An additional option to provide further legitimacy (and comparability) to qualifications arising from such courses would be to seek external recognition for these qualifications from agencies such as ministries of education and school boards on the one hand, and, on the other, provincial heritage language associations or a consortium of National Heritage Language Institutes. The summary of the conference discussion on specific issues outlined below should be read within the context of these general directions.

Target Populations and Entry Requirements

A course aimed at those who will teach heritage languages within a regular school program would have as its target clientele one or more of the following groups:

- certificated teachers currently teaching heritage languages who wish to upgrade their language methodology for a specialization qualification;
- certificated teachers not currently teaching heritage languages but interested in doing so;

- teachers with a university degree from their home countries who might take the course in partial fulfilment of requirements to obtain a letter of eligibility or standing from the provincial ministry of education;

- students entering university.

Some participants thought that it was both possible and desirable for supplementary school teachers and those eligible to teach in regular school programs to receive heritage language training together. An example of this pattern is the Royal Society of Arts (RSA) Diploma in the Teaching of Community Languages in Britain (see Appendix 2) which accepts candidates either with or without qualified teacher status but requires those without qualified teacher status to observe ESL or modern language classes for at least eight hours. In many situations in Canada, however, it is likely that courses will be directed specifically at one or the other of these two groups. In this regard, the target populations for training supplementary school teachers would be

- *de facto* heritage language teachers who wish to improve their skills and/or extend their qualifications;

- speakers of heritage languages who are interested in teaching the language.

A somewhat different way of looking at the target populations was suggested by one of the participants in a post-conference submission. Specifically, it was suggested that there are two types of potential students for heritage language training courses: (a) adult native speakers of the heritage languages who have been educated and received university training in their home countries; (b) young university graduates or university students who were born in Canada (or arrived at an early age) and have acquired the heritage language in a minority context. For the first group, it is suggested that the training course should be short and intensive, the course content should be kept practical, the requirement for proficiency in English/French should be kept low and appropriate account taken of their experience in teaching in their country of origin.

For the second group, the course should emphasize pedagogical theory as well as teaching practice and it should also have a heritage language skill development component since many students born in Canada may require upgrading of their heritage language skills. Options for offering this type of course include offering it as a one-year diploma course such as the TESL course being offered by Woodsworth College of the University of Toronto; or it could be a one-year M.A. course jointly offered by the Faculty of Education and language departments of the university (e.g. East Asian Studies, Italian, etc); alternatively, it could be a job training course supported by Employment Canada where the government will pay $350 per week to the trainee and up to $150 per week per student to the course organizer (an example of this type of arrangement is the Orchestra Training course at the Royal Conservatory of Music in Toronto).

With regard to entry requirements to training courses, most participants emphasized the need for demonstrated proficiency in both a heritage language and one of the official languages. In addition, high school graduation should be required for the supplementary school category and normal university entrance requirements for those teaching the heritage language in regular schools. It was pointed out that in the case of supplementary school teachers entrance requirements should be flexible. For example, teachers who had been teaching successfully in supplementary schools for several years should be eligible to enter the course even if they had not (for whatever reason) received a high school graduation diploma. Also, as suggested previously, the option of heritage

language skills upgrading should be provided where possible.

Suggestions for assessing heritage language proficiency of candidates emphasized both oral and written skills. At least an intermediate level of oral proficiency, as assessed by the ACTFL (American Council of Teachers of Foreign Languages) scale (or Canadian equivalent yet to be developed) should be required, and candidates should be able to write a coherent essay, at least for languages that have a written system. With respect to proficiency in the official language, it was agreed that candidates should have sufficient proficiency to follow lectures, discuss issues and write short papers.

Some participants suggested that an oral and written test in both the official and heritage language should be administered to ensure that candidates had sufficient mastery of the language to satisfy an educated panel of native speakers. An alternative less formal procedure is in place at the Royal Society of Arts (RSA) course at Moray House College of Education in Edinburgh (see Appendix 2). There, course participants are accepted by interview in English and the heritage language and after production of an academic essay in the heritage language. It is likely that in Canada experience in teaching the heritage language to the satisfaction of the community and/or school board supervisors would also suffice to demonstrate adequate heritage language proficiency.

In general, there is consensus in the conference discussions that institutions offering heritage language teacher training courses for a formal qualification should make provision to ensure that candidates have sufficient proficiency in both heritage and official languages both to teach the language adequately and follow the course content. However, the specific procedures for ensuring adequate proficiency should not be mandated but rather left to the discretion of the course organizers.

Minimum Contact Hours and Course Organization

Suggestions regarding the length of the course took into account the necessity for the course to be credible as a legitimate qualification but also the need to be flexible given the other demands on and insecure job status of many heritage language teachers. The most common suggestions for number of contact hours were 110 and 120, which would include a practicum experience. This would be the equivalent of two full semester university courses. However, it was pointed out that a full one-year course at many universities was the equivalent of 3 hours a week for 26 weeks, i.e. 78 contact hours. This is approximately the same number of hours suggested in the NHLRU/School Board/Community Group course outline (24 sesssions of 3 hours each) when the practicum requirement (recommended 25-35 hours) is not considered. For many teachers taking the course, the practicum will consist of their ongoing heritage language teaching and thus will not represent an additional time requirement.

In summary, suggestions regarding contact hours tend to converge on a minimum figure of 72 class contact hours (e.g. 24 x 3 hour sessions) plus an extended practicum of at least 25 hours.

A variant of the course organization involved dividing the qualification into two parts (Part I and Part II) each consisting of 60 hours. This would provide participants with an initial goal that is easier to attain than the full qualification and potentially provide a more flexible scheduling arrangement. Along the same lines, it was suggested that the course should have a "modular" format with sections taught as modules that could potentially be taken in any sequence and within time periods that suit the individual needs of teachers. For example, one teacher might complete all course requirements within a year whereas another might take only one module per year, completing the

entire course in four years. This modular format would also lend itself to presentation of sections of the course in a distance education mode making use of video and other technological supports.

The RSA course in Britain may also be offered in a modular format. According to John Landon

> "There are also plans to include the course as 4 x 30 hour modules of an 8-module higher diploma course in one centre, giving teachers the option of withdrawing after 120 hours with a RSA diploma or continuing for a further 120 hours to gain both a RSA qualification and a higher teaching qualification" (Landon, 1988, p. 2; Appendix 2).

It is clearly desirable for post-secondary institutions to develop flexible arrangements whereby courses taken to fulfil the requirements of a heritage language qualification might also be applied as credit towards additional qualifications (e.g. a Bachelor's degree).

Several participants suggested the desirability of holding summer institutes for heritage language teacher training. These would suit the schedule of teachers who are already in-service (many of whom teach heritage languages in the evenings and/or on Saturdays) and could be co-sponsored by teacher education institutions across Canada. For heritage language teachers interested in upgrading their language skills the "Summer Centre of International Languages" sponsored by the Government of Saskatchewan, the University of Regina and Luther College may be of relevance. The project (to begin in summer 1988) will provide intensive summer instruction in major world languages applying immersion techniques and maintaining university standards. Although the project was conceived independently of heritage languages, discussions have recently taken place between the summer institute organizers and heritage language groups regarding possible cooperation.

In general, recommendations with respect to contact hours, course organization and scheduling emphasized the need for maximum flexibility and multiple entry points to accomodate the diverse life situations and job schedules of heritage language teachers.

Nature of Qualification

For teachers who will instruct heritage languages within the regular school system the qualification should be a certificate of specialization recognised by the provincial ministry of education. This could be obtained either as part of the degree requirements or on a post-graduate basis, similar to ESL and FSL specialization courses.

For those teaching in supplementary schools the qualification should consist of a diploma or other attestation of competence granted by individual post-secondary institutions but recognised by other agencies such as provincial ministries of education and school boards.

There was considerable discussion about the desirability of some form of "national certification" i.e. a qualification recognised by a consortium of Heritage Language Institutes or by a national committee of provincial heritage language association representatives. Concern was expressed that this was inappropriate in view of the provincial responsibility for education and the possibility that some form of national recognition would reduce the pressure on provincial ministries to recognise heritage language qualifications. There was also concern that imposition of a national structure

would constrain the flexibility required to respond to diverse needs in different provinces. However, it was also pointed out that national recognition of qualifications was extremely common among professional associations (e.g. the medical or legal professions) and that such recognition did not necessarily constrain the flexibility or autonomy of provincial agencies or individual institutions. The general conclusion was that it would be desirable to have a framework or "resource book" available that could shape provincial developments through consideration of its contents. This framework could facilitate networking and sharing of resources at all levels and provide individual policy-makers in post-secondary institutions and community groups information on options for course structure and organization.

The issue of recognition of heritage language qualifications by a consortium of Heritage Language Institutes or by a committee representative of provincial heritage language associations was considered unnecessary to resolve at the present time. It remains a potentially viable option to consider after an appropriate framework has been developed and the Heritage Language Institutes have been established. However, the primary struggle for legitimization of heritage language qualifications must take place at the provincial level. In this respect the issue of heritage language teacher qualification is inextricably tied in with the ambivalent status of heritage language teaching in the society as a whole. As pointed out in two post-conference submissions:

> "It is also essential to remember that heritage language instruction becomes a priority only if the provincial hierarchy and the administration of individual school divisions in a particular province recognize its value and are encouraged by the quality of the efforts that they have undertaken in the area."

> "There is still enormous need to clarify the status and role of heritage language programs in the public school system of each province. ... heritage language programs have yet to be accepted as permanent, valid and necessary public school programs by the majority of educators and the public at large. As long as heritage language programs are seen as being of limited value and school systems fail to accept their existence and need, teachers in the public school system or those intending to work in the public school system will be inhibited from participating in heritage language teacher training programs."

Qualifications/Characteristics of Course Instructors

A variety of characteristics of course instructors were suggested as desirable. Among the most commonly articulated were:

- accepted by and ability to communicate with the heritage language community and teachers;
- knowledgeable of the theory and practice of second language teaching and acquisition, particularly in its application to heritage languages;
- experienced in general teaching methodology;
- sensitive to cross-cultural issues.

In many contexts the course may be taught by more than one instructor, particularly if it is modularized (e.g. into four 30-hour segments) as suggested above. The issues to be

covered are extremely broad such that it may be desirable to bring in individuals with specific expertise to teach some aspects. However, all instructors in the course should be familiar with the context of heritage language teaching and sensitive to heritage language clienteles.

Possible Roles of Language-Specific Tutors

There was general consensus that language-specific tutors could play an important role in heritage language teacher training courses. It was emphasized (in the words of one of the small working groups) that tutors

- "should be considered *essential* to the course, not a mere token;
- should be *experts* in the particular language and communities and in related matters of geography, culture, history, religion, etc;
- should be paid with dignity."

The central role of language-specific specialists was also emphasized in one of the post-conference submissions:

> "It is important that the course consists of two components: one general aspect applicable to all languages (e.g. language acquisition theory) and another which is more language specific. In the case of East Asian languages ... the language specific elements (e.g. the teaching and learning of Chinese characters) should be taken care of properly throughout the course. I strongly feel that trained native speakers of heritage languages should be treated as more than "tutors". Language teaching specialists who are native speakers of heritage languages should play a major role in teaching as well as in course development."

Among the other functions suggested for language-specific specialists (tutors) were: proficiency evaluation of candidates, practicum supervision, specifically assisting the instructor in assessing candidate's performance and coaching candidates in the practicum, materials editing and proof-reading, translation. They would also provide support to students in interpreting areas of content that may, for a variety of language-related reasons, be causing them difficulty.

Essentials to Include in Course Content

Most participants felt that the course content outlined in the NHLRU/School Board/Community Groups and RSA course outlines covered the major topics that would be important to include, although the exact mix of topics might vary in particular contexts. Several participants placed particular emphasis on the importance of the practicum and on the need for the course to be practically-oriented. It was emphasized that that the practicum should include in-servicing, coaching and feedback in the target language on a regular (i.e. weekly or bi-weekly) basis. Another suggestion was that potential employers of course participants (e.g. school boards) should actively collaborate in the design of the course and be involved in its implementation (e.g. through facilitation of the practicum experience).

It was suggested that the course should not focus only on methodology and pedagogy

but give equal weight to curriculum development. Because the range of heritage language programs is enormous with respect to numbers of languages involved, range of ages and competencies of students within the same class, etc. teachers will inevitably be required frequently to develop their own curricula and support materials and training is necessary for them to be able to carry out this task.

It was also pointed out that a variety of teaching learning experiences should be built into the course: for example, lectures, demonstrations, seminars, school visitations, group work, practicum and other workshop activities, on the grounds that a reliance on a variety of procedures would make the undertaking less threatening to many possible clients.

Funding Structure

All participants agreed that both federal and provincial government agencies had a role and responsibility in the funding of heritage language teacher training. The model most frequently mentioned was the federal-provincial bilateral agreement for funding of French programs which resulted in a major expansion of French language provision across Canada in the 1970's. In addition to direct funding of courses, both federal and provincial sectors have a role to play in supporting curriculum development for such courses and bursaries for participants. Resources may also be available within universities for course development, while school boards should support their teachers' participation through professional development funds.

In short, once the training of heritage language teachers is acknowledged as a priority by federal and provincial levels of government, existing models of funding that have been implemented for ESL, FSL and other areas can be applied.

Community Involvement in Course Planning and Organization

Comments by participants clearly emphasize the importance attributed to community involvement in all aspects of course planning and organization: for example, "Work with the community, not for the community;" "The heritage language experts are in the community; let's be sure to give them their due place in the planning and organization of the course." It was stressed that there should be active community involvement in identification, recruitment, and encouragement of teacher trainees, as well as participation in instruction and assessement. Communities also have a central role to play in lobbying regarding all aspects of heritage language provision, including teacher training.

A number of participants also emphasized the desirability of tapping into existing cultural agreements between Canada and other countries and the crucial role of the community in this regard. Exchanges between school teachers and staff in post-secondary institutions as well as joint curriculum development projects between Canadian institutions and institutions in the countries of origin have already taken place and are of obvious relevance to provision for heritage language teacher training efforts.

Distance Education Possibilities

There was agreement that the emerging distance education technology and procedures had considerable relevance to heritage language teacher training and should be actively pursued. It was pointed out that heritage language teacher training can be carried out

through radio, television, audio and video cassettes, teleconference and correspondence courses as well as manuals and books, and that these media have particular relevance for teachers in remote areas. In several provinces impressive strides have been made in offering regular university courses through distance mode (e.g. Simon Fraser University in B.C., Athabascan University in Alberta, and OISE in Ontario) and the expertise of these institutions should be availed of in designing heritage language distance education courses.

An additional advantage of distance education courses is that they are less dependent on the expertise of individual instructors and therefore potentially more "transportable" across contexts (e.g. linguistic, cultural, and provincial contexts). This transportability is likely to be increased if courses in different areas were conceived of in a modular format (as suggested by some participants) and if there was some degree of consistency in course content across provincial and institutional boundaries. Thus, one could conceive of a collaborative distance education project whereby heritage language educators in different provinces that have expertise in distance education might each take responsibility for the development of a different 30 hour module. Many of these materials (e.g. videotapes) would also be usable in regular heritage language courses across the country.

Concrete Steps towards Implementation/Recomendations

Each of the small working groups formulated a list of concrete steps towards implementation of directions discussed at the conference and provincial groups also discussed what types of action were appropriate in their specific contexts. The major recommendations for action of the different working groups are synthesized below and the general directions for action at the provincial level are summarized.

It was recommended that:

1. The NHLRU or other agency develop a "Resource Book" that would provide a guide for post-secondary institutions, government and school board policy-makers, and ethnocultural communities interested in addressing heritage language teacher training needs. The Resource Book would include a description of options for course organization, detailed descriptions of the content that would be desirable to include in the course, and resources that are currently available to facilitate teaching of each content area. The Resource Book might also contain a "success inventory" that describes exemplary heritage language teacher training programs;

2. The NHLRU prepare a proposal for submission to the Secretary of State to develop a needs assessment framework that provinces could use to carry out needs assessments that would define heritage language training needs at the provincial level.

3. Provincial agencies and ethnocultural community organizations in each province should study the implications of the NHLRU needs assessment proposal and formulate recommendations for action at both provincial and inter-provincial levels. Inter-provincial cooperation in addressing heritage language teacher training needs should be facilitated through the Council of

Ministers of Education.[3]

4. Interested provinces and the Secretary of State explore and establish federal-provincial bilateral agreements for funding of heritage language programs and teacher training efforts based on the current bilateral agreements governing Official Language provision.

5. Interested provinces and the Secretary of State explore fully international cultural agreements for their potential to facilitate heritage language provision and teacher training needs through activities such as teacher exchange, language study possibilities, etc;

6. In provinces that do not currently have enabling legislation permitting the teaching of heritage languages within the regular school program, community groups put pressure on legislators to enact such legislation; related to this effort is more effective liason among community groups, school boards, teacher federations, and policy-makers in post-secondary institutions. The specific steps that should be taken are: (a) petition Deans of Education to enable the planning and implementation of heritage language teacher training courses; (b) request teachers' associations to support this multicultural endeavour; (c) promote community political activism with respect to heritage language education issues; (d) work for coordination of school board efforts in teacher training activities.

7. Pressure provincial ministries of education to recognize language degrees obtained in foreign institutions so that entry of these teachers into heritage language programs within the regular school is facilitated.

A variety of action proposals were also formulated by provincial groups as a result of their discussions at the conference. Most groups resolved to reconvene upon return to their province to continue the impetus of the conference discussions and plan for concrete action at the provincial level. This would involve conveying the conference recommendations to policy-makers and ethnocultural community groups and acting both to assess provincial needs and to exert pressure on policy-makers to facilitate the implementation of qualification courses for heritage language teachers. Several of the provincial groups expressed an interest in the formation of a National Heritage Language Association or at least some system for coordination and cooperation among provincial heritage language associations.

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[3] An alternative recommendation directed towards the same objectives as 2 and 3 was that the Secretary of State commission an educational agency or consultant, working with a representative advisory committee, to prepare a feasibility report that would conceptualize the teacher training program and specify course content, administrative structure, financing, and delivery.

Appendix 1

Planning Committee for National Conference on Heritage Language Teacher Training

Dr. Keleen Toohey
Simon Fraser University

Dr. Douglas Parker
University of Alberta

Dr. Rubi Rubrecht
University of Regina

Dr. Pat Mathews
University of Manitoba

Dr. Howard Hainsworth
University of Toronto

Dr. Jim Cummins
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Ms. Janet Dawson
Glendon College

Mr. Hugh McKeown
North York Board of Education

Dr. Sima Paribakht
University of Ottawa

Dr. Jack Berryman
Ministry of Education, Ontario

Ms. Dorothy Chin
Chinese-Lingual Cultural Centre of Canada

Ms. Maureen Hynes
George Brown College

Dr. Ron MacKay
Concordia University

APPENDIX 2

HERITAGE LANGUAGE TEACHER TRAINING PROGRAMS OFFERED BY POST-SECONDARY INSTITUTIONS ACROSS CANADA

INTRODUCTION

The primary focus of this brief survey is on courses for heritage language teachers that have been offered by post-secondary institutions. A considerable amount of inservice training has also been offered by ethnocultural community groups and school boards with the support of provincial and federal agencies. In order to provide a context for considering teacher training courses, the major heritage language program models in each region are also outlined. For purposes of this summary, native teacher education programs are not included, although mention will be made of relevant models.

BRITISH COLUMBIA

There are no heritage language programs in British Columbia funded directly by the province. There are, however, many heritage language Saturday schools funded by the Cultural Enrichment Program of the Secretary of State. In addition, several private schools that use a heritage language for instructional purposes exist. Some modern languages namely German, Italian, Spanish and Russian are taught at the High School level and recently Japanese and Mandarin Chinese have been added.

Teacher Training Courses

After repeated requests for a teacher training course by the B.C. Heritage Language Association, the Faculty of Education at Simon Fraser University designed a course aimed at meeting the needs of heritage language teachers.

The course is entitled "EDUCATION 488-A: Designs for Learning Teaching a Heritage Language."

The course provides students with an opportunity

- -to observe specific second language teaching techniques
- -to practise the skills required to implement these methodologies
- -to receive feedback from other teachers and the instructor on their performance
- -to evaluate published curricular materials.

Students in the course were evaluated by being required to create original lesson plans which were presented to their own students and videotaped.

Plans are underway at Simon Fraser for a Heritage Language Certification Program. This would maintain a similar structure to the existing ESL certificate but with two or three courses specifically designed for heritage language teachers.

Simon Fraser University has a highly-regarded Distance Education Department and is currently in the process of developing three video-tapes, one promoting heritage languages to school administrators and the other two directed towards heritage language teaching methodology.

ALBERTA

In Alberta, heritage languages can be taught during the regular school day through the Bilingual Program and the Core Program. These progams are approved and funded by the Alberta Department of Education. Through the Biligual Program the heritage language can be taught up to a maximum of 50% of the school day and at the present time there are Ukrainian, German, Hebrew, Mandarin, and Arabic bilingual programs. These programs were introduced at the elementary school level and as they move through the school system, programs are developed for each grade level.

There is also an extensive Saturday School program operated by the local communities and funded by Alberta Culture and the Secretary of State's Cultural Enrichment Program, as well as many private language schools funded by the Alberta Government Heritage fund, the Cultural Enrichment Program of the Secretary of State, foreign government grants and student fees.

In the regular high school, Italian, Spanish, German, Ukrainian, French and Latin are taught as part of the regular language programs. Locally developed programs that are school system specific can also be offered but need the approval of the Ministry of Education.

Teacher Training Courses

The heritage language associations in Alberta have implemented intensive teacher training workshops with the assistance of funds from the provincial and federal governments.

In addition, a credit course designed specifically for heritage language teachers has been offered by Professor Douglas Parker in the Faculty of Education at the University of Alberta.

The University of Calgary has also offered an 18-hour course which took place one evening a week from 6:00 p.m. to 10:00 p.m. for six weeks. The objectives of the course were:

1) to develop a basic understanding of second language teaching and learning theory
2) to acquire a wide variety of instruction strategies within a sound historical, cultural and theoretical framework,
3) to be able to develop a well-based lesson plan
4) to share needs, concerns, ideas and resources
5) to acquire professional terminology to facilitate the ongoing study of second language teaching and learning.

SASKATCHEWAN

There are three languages other than French and English that are recognised for instructional purposes by the Provincial Ministry of Education. These are German, Ukrainian and Cree. All other languages are taught in out-of-school progams which include the Saturday Schools and Summer Camp programs. These out-of-school programs are funded by the Ministry of Culture and Recreation and the Secretary of State's Cultural Enrichment Program. However, the Ministry of Education's advisory committee on heritage languages is examining whether the teaching of all heritage languages should be brought under the jurisdiction of the Ministry of Education. The Ministry of Education presently offers two types of language programs: 1) The bilingual program where 50% of the school day is taught in the heritage language (Ukrainian). 2) The Basic Core Program where the heritage language is taught as a subject from kindergarten to grae 12.

In addition, Saskatchewan offers a government correspondence program from grades 9-12 for Ukrainian and German.

Teacher Training Courses

The Faculty of Education and the Department of German and Slavic Studies at the University of Regina with ongoing consultation from the Saskatchewan Organization for Heritage Languages (SOHL) have developed a certificate program embedded in the existing Bachelor of Education degree requirements. The program

has three levels of certification and two orientations: elementary and secondary education.

> Basic Certificate: Equivalent to one semester of university studies (4 classes, 16 credit hours);
>
> Intermediate Certificate: Equivalent to an additional regular semester (8 classes, 32 credit hours), the intermediate certificate expands the basic knowledge that students gain about education, the language and the culture.
>
> Advanced Certificate: Requires 16 classes (64 credit hours). A completed advanced certificate would be equivalent to 50% of the regular requirements for a B.Ed.

The program committee of the Faculty of Education has approved the piloting of the Basic Certificate with German on a two year trial basis. A committee to supervise and monitor the program has been formed. The certificate will be co-signed by the Faculty of Education and the Department of German and Slavic Studies at the University of Regina.

The University of Regina also has the Saskatchewan Indian Federated College/SIFC which is the only College in Canada administered by Native Indians where it is possible to receive a B.A. in linguistics in Ojibway or Cree.

The College of Education at the University of Saskatchewan (Saskatoon) offers two courses dealing with the teachig of Ukrainian and one with the teaching of German.

> EDCUR 365.3: Teaching Ukrainian: Methods and Programs (half course)
>
> This course examines current principles and methods of second language instruction and evaluation in the context of Ukrainian programs recommended for use in Saskatchewan schools. Specific training in appropriate teaching and testing skills is provided. The course is conducted largely in Ukrainian. Students may receive either academic or professional credit for this course.
>
> EDUC 404.3: Teaching Ukrainian: Language and Cultural Activities (half course)
>
> This course is designed to provide teachers with the skills and techniques required to facilitate student understanding and appreciation of the various aspccts of the Ukrainian-Canadian culture of which the Ukrainian language is the vehicle. Specific training is provided in the use of resources, activities

and teaching techniques appropriate for the elementary and secondary language classrooms The class is conducted largely in Ukrainian. Students may receive either academic or professional credit for this course. (Prerequisite/s Ukrainian 120 and EDCUR 365 or permission of the instructor)

EDCUR 366.3: Teaching German: Methods and Programs (half course)

This course is similar to the Ukrainian course EDCUR 365.3 and is designed to help students develop an understanding of the principles of second language instruction, of second language teaching methods and testing techniques and of German Second Language Programs in Saskatchewan schools.

MANITOBA

In Manitoba there are basically the same types of programs as in the other Prairie Provinces (Alberta and Saskatchewan). The Public Bilingual Programs incorporate three languages: Ukrainian, German and Hebrew. The Public Core Language of study Program includes 12 languages to date.

There is an extensive Supplementary Language Program funded primarily by the Secretary of State's Cultural Enrichment Program and the Provincial Ministry of Culture. However, as in Saskatchewan, there is the possibility that the responsibility for the Supplementary Programs may move from the Ministry of Culture to the Ministry of Education.

In Manitoba there are also Private Bilingual Schools such as the Jewish Private Schools which in this case provide a parallel program to the Public Bilingual Programs.

Teacher Training Courses:

University of Manitoba:
The Faculty of Education of the University of Manitoba offers programs leading to teacher certification granted upon completion of a four year bachelor of Education (Elementary) or Bachelor of Education (Secondary). Within the Bachelor of Education program, there are various heritage language education courses offered or in the process of development.

Course Descriptions

Principles of Heritage Language Instruction:

Aims to familiarize students with basic principles of heritage language learning at the elementary level. Its concerns are teaching technicques and procedures and cultural aspects of language teaching.

Heritage Language Materials Development:

Provides a general survey of available heritage language instructional materials and a demonstration of various techniques in developing and adapting materials for heritage language classrooms at all levels.

Heritage Language Teaching Practicum:

Includes classroom observation of experienced teachers and practice teaching under the guidance and supervision of a Heritage Language professor and an assistant knowledgeable in the particular heritage language. This practicum is designed mainly for supplementary heritage language teachers.

Heritage Language Curriculum and Instruction - Secondary:

A study of curriculum, instructional approaches, and techniques relevant to teaching heritage languages in secondary schools..

Student Teaching:

Practical teaching experience in the schools under the guidance and supervision of staff members and cooperating teachers. Heritage language student teaching is designed for prospective teachers of heritage languages in secondary schools.

All courses, other than student teaching, carry three semester credits and include a minimum of 39 contact hours plus readings and assignments.
Prospective heritage language teachers are advised to take as many of the above courses as possible in their B.Ed. programs.

Heritage Language teachers with a degree from another country can be admitted to the two-year After Degree Program.

ONTARIO

In Ontario, Heritage Language Programs are funded by the provincial government from Kindergarten to Grade 8 and may be offered by a Board of Education (usually by its Continuing Education Department) after school, on Saturdays, or by extending the regular school day. There are over 180 Boards of Education in Ontario, only two of which offer the Extended Day Program.

Private community-based organizations also offer after-school and Saturday-school programs alongside the provincially-funded programs. These programs are usually supported by funds from the federal Secretary of State's Cultural Enrichment Program. There are also private day schools that offer more intensive heritage language programs such as the Toronto German Language School and some Hebrew Day Schools.

At the Secondary level any language can be taught for credit under the Modern Languages department provided guidelines for the course are submitted and approved by the Ministry of Education.

Teacher Training Courses

Faculty of Education/University of Toronto (FEUT):
Since 1982, FEUT has offered an ongoing series of Heritage Language Teacher Education non-credit courses under the auspices of the Department of Continuing Education.

Three courses currently available are:

1) Heritage language: An Introduction to Planning and Practice (30 hours)
2) A systematic Approach to Materials Development (30 hours)
3) Group work and Personalization (15 hours)

A certificate of attendance is issued to participants at the end of each course. To date, about 300 teachers from all parts of Ontario, representing 20 language communities have attended. Courses are now also given on-site in some school boards.

Ontario Institute for Studies in Education/OISE:
A variety of graduate courses related to heritage language teaching are offered at OISE. Among these are #1337 "Bilingualism and Bilingual Education" and #3318 Research Seminar in Multilingual/Multicultural Education" offered through the

Curriculum Department and several courses related to second language learning. An M.Ed. Specialization Program in Multicultural Education is also offered.

University of Ottawa:
Non-credit courses catered to the needs of Heritage Language teachers are offered by the School of Continuing Education with the co-operation of the Faculty of Education. Heritage Language Part I & II is currently offered. Part I, Introduction to Teaching examines; a) Objectives and Current Trends in Language Teaching and Learning, b) Theoretical Knowledge About Learning and Human Behaviour, c)Teaching Skills and d) Attitudes that Foster Learning. Part II, Introduction to Programming examines; a) Curriculum Design, b) Language Teaching and c) Teaching Skills.
The University of Ottawa also offers several courses on bilingual education.

University of Western Ontario:
The University is presently in the process of developing a series of credit and non-credit courses for second language teachers. The proposed program would include courses offered in Linguistics, Psychology, options from Language Departments and a methods component.

In addition, the Faculty of Part-Time and Continuing Education has offered a course on "Teaching a Second Language" (30 hours over a ten-week period) for heritage (and other) language teachers. In addition to second language teaching methodology, there has been a focus on Materials Development and Curriculum Design.

George Brown College:
The College has conducted a research project to identify the training and educational needs of Toronto's diverse communities and is considering the possibility of setting up programs for heritage language teachers with community input.

QUEBEC

In Quebec, Heritage Language Programs are taught basically through 2 channels:

1) *The Ministry of Education Program (PELCO). Presently 11 languages are taught in the PELCO Program. Because these languages are taught in the Public Schools, the teachers are certified and course curricula have been developed. This program is designed to run through elementary school and the first three years of secondary school.*

2) *Full-time Private Schools (which receive 80% funding from the province) and part-time Saturday Schools. Private and Saturday Schools are presently funded by the Quebec Government, the Secretary of State and other sources, depending on the school and community. Negotiations between the communities and the Ministry of Education to fully fund (100%) the Saturday schools has begun but is not yet in place. The Saturday Schools teach approximately 40 languages and some of these schools have begun to adopt the curricula and course outline that has been developed by the Ministry of Education. Some communities (i.e. German and Greek) have some private bilingual schools as well as trilingual schools. All 14 Hebrew Private Schools are fully trilingual. Students receive 14 hours of French and 13 hours of English and Hebrew.*

Foreign languages are under severe pressure at the High School Level. Despite these pressures Spanish, Italian, German and Hebrew are still taught at the CEGEP level.

Teacher Training Courses

Concordia University, Centre for the Teaching of English as a Second Language:
The Centre offers regular courses at graduate and undergraduate level on bilingual education and language acquisition. The Centre also responds to requests for heritage language in-service training workshops from community groups. Courses offered range from one day workshops to 30 - hour courses and have included the practical elements of classroom management and lesson planning, and the factors involved in the maintenance and development of minority language and culture.

This year (1987) and next year (1988), Concordia hosts the annual TESL Canada Summer Institute which includes courses for Heritage language teachers.

Université de Montréal, Faculté des sciences de l'éducation:
As of June 1 1988, approximately 30 faculty will be grouped in a section entitled "apprentissage et enseignement du français et d'autres langues". This will bring together specialists in first and second language research and teaching who were previously dispersed throughout the faculty. There is a strong interest in addressing issues of teacher training in multicultural settings, including issues related to heritage language teaching.

THE MARITIME PROVINCES

In the Maritime provinces, heritage languages are taught predominantly by ethnocultural communities in Saturday Schools with the financial support of the

federal government's Cultural Enrichment Program, although some financial support for cultural retention projects is also provided by provincial agencies. Courses directed specifically to heritage language teachers have not been offered to this point by universities in the Maritimes. However, a three-year Micmac Teacher Education Program at the Nova Scotia Teachers' college has been instituted to help former Micmac teacher-aides to become qualified as regular teachers.

ILLUSTRATIVE TEACHER TRAINING MODELS

In order to provide models of specialist courses that have been developed for training of minority/heritage languages, four examples are briefly reviewed below. The course developed by a committee of school board, community group and NHLRU representatives is discussed first, followed by the Inuit Teacher Training Program at McGill, the Native Language Teacher's Certification Program at Lakehead University and the University of Western Ontario, Moosonee ESL Teacher Training Course and the community language teachers course offered by the Royal Society of Arts in Britain. The course developed by the NHLRU, school boards and community groups has not yet been offered to heritage language teachers.

NHLRU / School Board / Community Group Course Outline:

Length of Course:	-Approximately 110 hours -September to April
Sessions:	-24 three hour sessions divided in two parts (i) large group presentation of approximately 45 to 60 minutes conducted in English, (ii) small group presentation/discussion conducted in the specific heritage languages where possible -maximum 35 hours practicum
Certification:	-Part I of a Certification Course in Heritage Language/s for those who hold an Ontario Teaching Certificate -Part I of a Diploma Course for those who do not hold a Teaching Certificate
Rationale:	-to ensure some degree of consistency in the preparation of heritage language teachers -to improve the quality of program delivery in the classroom -to raise the status of heritage language teaching by establishing formally recognized qualification to ensure that recent language teaching developments are applied to the specific languages and cultures (small group presentations)
Personnel:	-Course Director -Language-specific Facilitators

-Secretary
-Audio-Visual Technician
-Guest Speakers

(under the direction of a course development and management committee)

COURSE OUTLINE

SESSION ONE

Introduction and Overview of the Course

The Course Director will provide an overview, introducing the participants to the course outline, expectations and requirements, and personnel involved in the course. Language specific groups will be formed and the small group facilitators will work with language specific groups to expand on the course content and to discuss individual needs, assessment and methods of participant evaluation.

SESSION TWO

History and Structure of Heritage Language Instruction

Session two will address the historical background of the teaching of languages other than French and English in Canada. The evolution of federal and provincial government support will be discussed. A short overview of Heritage Languages programs throughout Canada will be provided along with an in-depth discussion of the Ontario Government's philosophy and participation in the teaching of languages. Other topics will include the provincial legislation pertaining to the teaching of Heritage Languages, federal and provincial funding, and the role of Boards of Education.

SESSION THREE

Bilingualism/Multilingualism

This session will focus on issues related to bilingualism/multiculturalism and heritage language development in Canadian society. The current controversies related to heritage language teaching will be related to historical attitudes regarding the assimilation of minority groups and the ways in which these attitudes gave rise to myths about the negative effects of multilingualism and heritage language maintenance on children's development. More recent research evidence relating to the potentially positive effects of multilingualism will be discussed.

SESSION FOUR

Stages of Child Development

The progression of children's cognitive, physical, emotional, and social development will be the focus for session four and will establish the foundation for the balance of the course.

SESSION FIVE

First Language Development and Implications for Second Language Learning

How children learn languages and the relationship between the development of a child's first and second language will be explored. The relationship between language and cognitive development will also be discussed.

SESSION SIX

Language Learning in the Home, School and Community

The focus for session six will be the social context of language acquisition, the implications for Heritage Language learning within Canadian society and language learning in the home, school and community.

SESSION SEVEN

Developing a Total Curriculum

This session will deal with what a Heritage Language Program is expected to achieve. It will discuss how to develop a balanced curriculum, developing aims, goals, objectives. It will place individual unit lessons, daily plan and grade curriculum in perspective with the overall expectations of the total curriculum. The development of a sample unit lesson will be discussed as the basis for the first major assignment.

SESSIONS EIGHT - ELEVEN

The Language Skills of Reading, Writing, Speaking and Listening

These sessions will focus on the language skills of reading, writing, speaking and listening. Each session will discuss the interrelationship of the language skills with a specific emphasis on a different skill each time. The sessions will deal with the acquisition of that skill, ideas and suggestions for motivating students, specific teaching strategies, developing appropriate resources, developing follow-up activities, etc.

Session Eight will emphasize listening and understanding.

Session Nine will emphasize oral (speaking) skills.

Session Ten will emphasize reading skills.

Session Eleven will emphasize writing skills.

SESSION TWELVE

Cultural Component

The relationship of the cultural component to the stages of learning and the relationship to the basic language skills of reading, writing, speaking, and listening will be explored.

Consideration of cultural values in the home will be discussed as will the place of history, geography, mythology, music, etc.

Instructors will be shown how to place the cultural component in a multicultural Canadian context.

SESSION THIRTEEN

Long Range Planning

The development of a yearly plan as an integral part of the total curriculum for a particular grade or level will be the concentration for session thirteen. The focus will be the theory and practical application relating to skill, concept, and content development. It will show how heritage language planning can parallel day school.

SESSION FOURTEEN

Designing a Curriculum Unit

Instructors will be shown how to develop a theme using a series of sequentially developed activities and a variety of teaching strategies. Included will be identification of resources and child-centred activities.

SESSION FIFTEEN

Daily Planning

This session will presume a 2.5 hour day. It will show instructors how to use the allotted time to provide a balanced program for optimal learning. Opportunities will also be provided to discuss the development of program for a shorter or longer time period.

SESSION SIXTEEN

Lesson Planning

The components of a daily lesson plan will be the focus, including introduction, content, methodology, resources, evaluation, follow-up activities, etc.

SESSION SEVENTEEN

Grouping Techniques within the Classroom

Discussion will include: grouping in a multi-age, multi-level classroom; grouping within a single grade, multi-level classroom; grouping for specific activities or interests; ways of grouping for different purposes and the management of groups within the classroom.

SESSION EIGHTEEN

Homework

The issues and concepts of homework will be discussed, concentrating on the place of homework in the Heritage Languages Program and the role of the teacher, student and parent. Participants will be able to focus on appropriate activities, time allotments and follow-up strategies.

SESSION NINETEEN

Acquisition of Resources - Part I

A variety of print and non-print resources including books, articles, films, newspapers, tapes, records, community and family etc. will be introduced. Where to locate and how to incorporate the resources effectively into the classroom will be included in part one.

SESSION TWENTY

Acquisition of Resources - Part II

The facilitator of each small work group will arrange a hands-on experience so that participants may learn how to use audio-visual equipment including film projector, filmstrip projector, overhead projector, VCR, tape recorder, record player and language master. A session on computers for interested instructors will be arranged.

SESSION TWENTY-ONE

Classroom Organization and Discipline

Session twenty-one will deal with methods for creating an effective learning environment in order to prevent discipline problems. Creation of a positive atmosphere, establishment of routines, and management of student behaviour, will be discussed.

SESSION TWENTY-TWO

Student Evaluation

This session will deal with observation and assessment of student needs and learning. Specific techniques and evaluative procedures for assessing language skills (listening, speaking, reading and writing) and concept development will be explored. Recording observations, communication with

parents, the issues of teacher and student self evaluation and program evaluation will be discussed in small groups.

SESSION TWENTY-THREE

Involvement of Parents

The importance of parental involvement in their children's heritage language learning will be discussed and specific techniques for involving parents will be described; for example, parent committees, parent meetings, curriculum evenings, open house, newsletters, etc.

SESSION TWENTY-FOUR

Political and Socio-Cultural Issues

Relationships between the Heritage Language instructor and regular program teachers and between factions within communities will be discussed. In addition, relationships between schools and communities, and school boards and communities will be topics for discussion.

PRACTICUM

A practicum of approximately twenty-five to thirty-five hours will be included as part of this course.

The practicum will provide participants with the opportunity to:

i) Develop a series of lessons within a unit of study and to present and discuss at the small group level prior to teaching a lesson in a heritage language class. The evaluation of the practice teaching component will be carried out by either the language-specific facilitator or an appropriate Board-appointed delegate.

ii) Visit and observe a variety of Heritage Language classrooms with a discussion and evaluation of these observations.

iii) Visit and report on a community group, organization, or association.

iv) Organize and/or participate in community events relevant to Heritage Languages teaching.

Inuit Teacher Training Program, McGill University:

Philosophy

- It is important for teachers-in-training to be doing their course work in Inuktitut and to be taught by Inuit instructors.
- The content of the program must be continuously evaluated and revised in consultation with Inuit educators because the northern environment and the needs of the teachers in training are constantly evolving.
- The development and evaluation of teaching materials and educational research must be an integral part of the program.
- Graduates should have the opportunity to pursue higher university degrees without having to sacrifice their family and job responsibilities.

Format

- Courses are offered twice a year. In the summer there is a 3½ week session during which a student can accumulate up to 7 credits. In the winter a 3-credit course is offered in 7-day intensive sessions.
- Teachers in training work closely with counsellors to continue on-the-job training and receive daily support (if necessary); where local counsellors are unavailable itinerant counsellors visit regularly and phone contact is maintained.

Certification

- The program consists of 45 credits of which 39 are compulsory and the remaining 6 credits can be chosen from electives.
- Graduates receive the Brevet d'enseignement du ministère de l'Education du Québec (provincial teaching diploma) as well as the McGill Certificate in Native and Northern Education.

Admission Requirements

1) be recommended by their local Education Committee and by the Teacher Training department;
2) hold regular teaching positions or be regular substitute teachers;
3) follow courses organized by the Teacher Training department on a regular basis;
4) work with itinerant or local counsellors throughout the year;
5) speak, read and write Inuktitut fluently.

Content

- Orientation to Inuit education and educational and administrative institutions in the North
- Child development (physical, social, emotional and cognitive)
- Reading, writing, speaking, listening and thinking skills
- Inuktitut language, literature and other cultural aspects
- Teaching mathematics
- Second language methods for Northern educators
- Use and adaptation of curricula in northern schools
- Individualized instruction
- Practicum and evaluation

Native Language Teacher's Certification Program (Native as a Second Language/NSL) at Lakehead (Algonquian) and at Western (Iroquoian)

Course outline:

Certification	3 Part Specialist Program
Length of course	Approximately 120 contact hours per section Summer
Prerequisite	Candidate must demonstrate an acceptable degree of fluency in a Native language (Algonquian / Iroquoian)
Format and Content	Each of the three levels includes: 1) A Language Module (30 hours per section) which covers aspects such as language and dialect similarities and differences, reading and writing skills etc. 2) A Professional Growth Module (30 hours per section) which covers; relevant Ministry documents (i.e. Native Language Guidelines); a historical overview of language methodology (i.e. grammar-translation, audio-lingual, social learning based methods); curriculum foundations, building and development; classroom management; understanding the community and professional development. 3) A Language Acquisition Module (30 hours per section) which includes: An overview of the status of Native Languages in Ontario; theoretical approaches to language acquisition (lexical, structural, functional etc.); stages of development and suitability of instructional approaches; micro techniques (creative activities, error correction etc.); lesson/unit planning; evaluation of students and curriculum types of language program (immersion, core etc.); motivations; home and community participation and needs. 4) A Practicum (30 hours per section).

At the end of the course, the student teacher should:

-have the knowledge and skills to teach a program in NSL

-have a knowledge of the grammatical structures of the candidates' Native language and its role in the culture of that community

-be proficient in writing the candidates' Native language

-have studied the Acts and Regulations in relation to language in Native Education

-be aware of professional development activities available to improve teaching

-have a knowledge of motivations for language learning/teaching and of the variety of appropriate program types

-have acquired a knowledge of child development in its relation to learning a Native language

-have the skills to develop the framework of a course outline for one year's work in a sequential program

-have learned to develop an appropriate evaluation scheme for one year's work in a sequential program

-have a knowledge of relevant Native language awareness and participation in the Native community.

ONTARIO MINISTRY OF EDUCATION ADDITIONAL QUALIFICATION COURSES IN E.S.L. AS OFFERED BY NIPISSING UNIVERSITY COLLEGE IN MOOSONEE, ONTARIO

LOGISTICS;

An instructor from Toronto is flown up to Moosonee five times through the academic year (winter term - October to April, winter/spring term - January to June) to offer Ministry A.Q. courses.

The instructor arrives on Thursday at noon, and teaches Thursday 6 - 10 p. m., Friday 6 - 10 p. m. and Saturday 8:30 a. m. to 2:30 p. m. Each weekend, then, involves fourteen hours of class time, and as a consequence, Ministry expectations of course time are met after five sessions. After the Saturday Class, the instructor leaves on a late afternoon flight, and arrives back in Toronto in the evening.

Travel, lodging, and food costs for the instructor are covered by the university.

Some of the students are residents of Moosonee itself, but some come in by helicopter or skidoo from Moose Factory Island to take the course, while others fly in from communities further up the James Bay coast. Travel costs for the teachers who fly in from more remote areas are paid by the Department of Indian Affairs, and supply teachers take over their classes in their absence.

COURSE OFFERING;

The E.S.L. teacher training courses offered in Moosonee follow Ministry of Education guidelines, but are adapted for teachers of Native students. In the Sociocultural section of the course, much attention is paid to the specifics of Native society and culture, while Cree language structures are among the topics studied in the Language section, and techniques uniquely appropriate to Native students are treated in the Teaching and Learning part of the course.

ADVANTAGES OF THIS APPROACH:

The course is an "event", which comes only once a month, and because it seems less boring or routine, it attracts the students' enthusiasm and concentration.

Students leave the intensity of the course and have a month before the next session, to try out new ideas and techniques in their own classrooms. This alternation, of study and practice, appears to be beneficial.

Teachers who would normally have to wait until the summer, and then to travel south, to get extra qualifications are serviced in their own areas. Northern teaching can be made more attractive, when it does not entail forgoing professional development.

Faculty of Education/University of Toronto

Course :	French Junior/Intermediate/Senior
Certification	Part of Bachelor of Education Pre-Service Program
Duration	Bachelor of Education Program 1 year following B.A. program
Prerequisite	Candidate must demonstrate an acceptable degree of fluency in a Native language (Algonquian / Iroquoian)

Objectives.

1. To acquaint candidates with current trends in language teaching, with particular emphasis on applicability of theory to instruction in French as a Second Language (FSL).
2. To familiarize candidates with appropriate Ministry of Education documents.
3. To expose candidates to basic notions of linguistics relevant to appropriate level of language.
4. To demonstrate techniques appropriate for presenting various aspects of an FSL program: structures, vocabulary, culture, reading for comprehension, lesson planning etc.
5. To encourage candidates to develop techniques for delivering instruction in various groupings: whole class, small group, individualization etc.
6. To consider a variety of published programs currently in use.
7. To provide candidates with knowledge and opportunity to use AV materials and equipment.
8. To acquaint candidates with techniques for evaluation of student performance in all language skill areas.
9. To make students aware of opportunities for continued professional growth (formal upgrading courses, language/skill

improvement courses, professional organizations and publications, etc.)

General Description of Courses: - presentation of fundamentals of general & structural linguistics
- teaching techniques; testing & evaluation
- description of phonetic & phonological characteristics of French problems of interference (mother tongue-target, language) at different levels of linguistic communication
- questioning: techniques & formulation
- lexical units; syntagmatic analysis

Faculty of Education/University of Toronto

Course :	French French as a Second Language (FSL) In-service Course
Duration	Three part Specialist: (FSL-1); (FSL-2); (FSL-3)
Prerequisite	Candidate must have the ability to communicate well in French before enrolling. Candidates may be required to pass a test of their proficiency before admission to each level.

Content

At the end of Part One, the student teacher should

- understand the basic theories of second language teaching and learning
- be familiar with the core and extended/immersion programs in FSL
- be familiar with relevant Ministry publications, guidelines and circulars
- acquired a practical knowledge of theory and methods of student assessment
- have a knowledge of motivations for language learning and ways to increase student motivation
- have acquired a practical knowledge of communicative strategies for presenting, consolidating and reinforcing language
- be familiar with resources and strategies for teaching and learning about francophone culture
- be familiar with resources available (both commercially available, and board-developed textual materials and software; learn how to develop own teaching aids and student resources, and learn to use all these resources/aids effectively

- learn to organize and manage a classroom both as a whole and in small groups
- be able to develop lesson plans, units and organize a program for 1 year

Part 2 is divided in two sections: Part 2 (Core) and Part 2 (Extended Immersion). At the end of each of these sessions, students are to have further expanded their knowledge of and increased their skills in the areas, issues and resources outlined in Part 1.

- Part 2 (Core) focuses on the research findings of core French programs and on co-ordinating and integrating the core French program with the total program of a school
- Part 2 (Extended/Immersion) focuses on the research findings on extended and immersion programs, on the use of language across the curriculum approach to develop language skills through other subject areas and on co-ordinating and integrating the extended and immersion programs with the total program of a school.

Specialist

On completion of French as a Second Language, Specialist, successful candidates should have acquired advanced knowledge and skill in teaching French as a second language in the primary, junior, intermediate, and senior divisions. They should have:

- a knowledge of Ministry of Education regulations and policies related to French as a second language
- a knowledge of criteria for selecting curriculum materials suitable for each division, and the ability to apply these criteria
- the skills to develop a detailed course outline for one year's work in a sequential program
- a knowledge of the factors involved in organizing a sequential program for a school, family of schools, or a system

- the pedagogical and administrative expertise required to assume the responsibilities of a department head, master teacher, chairman, or consultant
- the knowledge and skill to assist other teachers of French as a Second Language to develop professionally
- a knowledge of existing professional development opportunities designed to improve fluency and teaching

Faculty of Education/York University

Course — English as a Second Language
In-Service Program

Duration — Three part Specialist

Hours — Evenings from 6:00 to 9:15

Course Objectives:

These objectives are based on those of the Ontario Ministry of Education Professional Development Course Outline. In the outline it is stated that a graduate of the Part II course should have:

- knowledge of the techniques and theories of teaching and learning as they relate to second language acquisition
- an ability to develop instructional units in ESL/D
- an awareness of 'multiculturalism' as the term is used by the federal and provincial governments and the curricular implications of 'multiculturalism'
- an understanding of the analysis of the English language in terms of its sound and symbol systems, morphology, syntax and meaning
- an ability to analyse, adapt and create learning materials, together with an ability to evaluate available learning materials in ESL/D using criteria such as suitability and reliability
- an understanding of the nature of Creole languages and of the task of the Creole- or dialect-speakers
- an ability to assist non-ESL/D staff members in program development for ESL/D students within regular classes
- a theoretical and practical knowledge of the reading process and the special needs of the ESL/D learner

Course Content:

Course content will be presented within the overall framework of `Issues in Second Language Teaching/Learning".

- Methods
- Systems of Language
- Grammar
- Phonology
- Student Needs Assessment
- Developing a Unit of Study
- Cooperative Learning
- Materials Analysis
- Strategies for ESL/D in Regular Classrooms
- Reading
- English as a Second Dialect
- Adult Methodology in Particular
- Literacy
- Beyond the Classroom
- Race and Ethnic Relations
- Bilingualism and Special Education

Part III Specialist:

In the ESL/D Specialist candidates should develop a theoreticl framework (knowledge and strategies) about the field that will enable him/her as a specialist to access relevant information, to evaluate incoming information, to relate specific pedagogical activities to an apropriate theoretical context, and to communicate ESL/D matters effectively with peers and administrators.

The first aim is to develop candidates' knowledge base concerning key concepts and issues in the ESL/D field today. This will be accomplished through an overview of the relevant theories of: leadership and psychology, teaching and learning, linguistics (psycholinguistics, sociolinguistics etc.).

The second aim is to develop candidates' ability to use this knowledge in a variety of ways:

- teaching
- designing programs
- selecting/evaluating materials
- developing/evaluating tests
- needs assessment/needs analysis
- teaching skills of listening, reading, speaking, writing
- advising and consulting
- presenting to peers
- initiating/effecting changes
- assisting in determining policy

The ESL/D Specialist is consequently more theoretically oriented in content and assumptions are made regarding participants' background knowledge. It is the intent of this course to prepare participants with the necessary knowledge and skills required for leadership roles in both school and community.

Prerequisite for Part III

The prerequisite for this course is ESL Part 2 or equivalent and two years of successful teaching experience in Ontario, at least one year must include experience in teaching ESL. The overall goal of this course is to provide candidates with the knowledge and opportunity to develop organizational, pedagogical, and leadership skills required for positions of responsibility.

ROYAL SOCIETY OF ARTS DIPLOMA IN TEACHING COMMUNITY LANGUAGES (U.K.)

Origins

Six years ago, the Royal Society of Arts Examination Board (RSA) was approached by a number of organisations interested in promoting the teaching of community languages within U.K. with the idea of establishing an in-service teacher training qualification.

The RSA is an independent examination board already well-known for qualifications in TEFL, TESL and Modern Languages, which are offered and recognised both nationally and internationally. It was hoped that the broad format, blending theory and practice, already established within the existing qualifications, would provide a sound basis for the development of a similar scheme for community languages. The RSA's approach was flexible enough, in that, although it provided the necessary infrastructure for validating courses and for overseeing and standardising examinations, it did not prescribe the day-to-day running of individual courses, which were likely to differ, as contexts varied, throughout the country. The RSA's role, however, is considerable in establishing the machinery for developing a syllabus and assessment scheme, approving courses put up by individual centres, appointing and paying examiners and assessors, administering the setting and marking of examinations, setting up a committee to have oversight of the scheme, running national conferences, etc. Such an external body has proved useful not only for the prestige and status it lends to the qualification, but also for the release it provides individual centres from examination administration. It can also act as an objective and disinterested body in arbitration, when internal disputes might pose a potential danger in relationships between an individual centre and its local communities.

Development of the scheme

A working party was set up by the RSA to produce a syllabus (see attached papers). Six centres were eventually approached to pilot the scheme over two years. Moray House College of Education, Edinburgh, was one institution approached, because of its record in teacher training in TESL and multicultural education, and because of its links with ethnic minority communities.

Target population

i. teachers of community languages in community schools or after-school supplementary classes, who had little formal language teacher training but considerable experience. (In fact, many teachers in this category have proved to have Masters degrees and teaching qualifications and experience from their country of origin.)

ii. the growing number of teachers in mainstream schools and colleges who have transferred from teaching other subjects to community language teaching, without any training for language teaching.

Over the years that the scheme has been running, it has become clear that there is also a need for a lower level award for teachers in category i. who have received no higher education or teacher training. Discussion is now taking place as to whether the lower level award should be offered through the RSA or certificated at a local level by individual centres. Also, some centres have offered language enrichment access courses to enable potential candidates for the Diploma course to upgrade their community language competence before entry.

Entry qualifications

These are, of necessity, very wide, with a considerable discretionary element vested in the individual centres. The minimum qualification stipulated by the RSA is completion

of full secondary education through the medium of the target language, or High School matriculation in U.K. with the community language as one subject. If candidates have received no prior teacher training, they are required to observe ESL, modern language or community language, teaching in mainstream schools.

Course members are accepted at Moray House by interview in English and the community language and after production of an academic essay in the community language.

Course structure

The RSA specifies a minimum of 100 class contact hours, plus assessment of practical teaching in the course member's own class. The structure of courses, however, varies considerably throughout U.K. The Moray House course is by day release, i.e. 4½ hours x 30 weeks = 135 hours. Other centres offer twilight classes, i.e. 3 hours x 35 weeks = 105 hours. There are also plans to include the course as 4 x 30 hour modules of an 8-module higher diploma course in one centre, giving teachers the option of withdrawing after 120 hours with a RSA diploma or continuing for a further 120 hours to gain both a RSA qualification and a higher teaching qualification.

At Moray House, the theoretical part of the course is carried out in English, along with part of the practical teaching methodology component. However, as more teachers are trained and standards are raised, more and more of the practical element is being handled in specific language groupings. Language description is also carried out in target language groups. This involvement of the communities, although expensive, is essential. As you see, it takes place at all levels of the course, in selection and teaching, as well as in marking and course management.

Assessment

This is also specified and administered by RSA. The scheme is divided into 3 parts. Each part is assessed both internally and externally.

Part One: a 3-hour written examination paper at the end of the course. This is moderated and assessed by examiners appointed by RSA. Results are measured against internal reports on candidates submitted by each centre on the basis of work completed during the course.

Part Two: Practical teaching materials

Each candidate submits either a folio, consisting of 12 lesson plans, three of which must be described in detail, in terms of rationale, aims and objectives, procedure and evaluation and must be submitted with support resources, or a folio covering three topics, again with 3 teaching units described in detail.

These are assessed internally, and each centre's assessments are moderated by an external assessor.

Part Three: Practical classroom teaching.

Three lessons are assessed internally, with a fourth lesson assessed externally by an assessor who is appointed from outside the local area by the RSA.

This balance between internal and external assessment has been very important because:

i. it safeguards the interests of those candidates who might perform badly under formal examination conditions;

ii. it protects the local centre from any accusation of bias, or from internal community tensions which might affect the relations between tutors and course members.

All written work may be presented either in English or in the candidate's community language.

Qualified teacher status (QTS)

The RSA Diploma does not lead to QTS. However, as it is becoming established, there is a likelihood that it may be accepted as part of a package of qualifications which might be deemed registrable.

Conclusion

The existence of the RSA Diploma has been of immense importance in the development of community language teaching in U.K. With the bridging of this gap in provision, teachers are now coming forward with the training to enable them to develop national syllabuses and examination schemes. Only in this way is there any hope of a growth in community language provision in the mainstream.

It has also contributed to a marked raising of standards in both supplementary and mainstream community language classes. This has led to a growth in numbers of children attending these classes, and to a strengthening of confidence within those communities.

Finally, it has had a beneficial washback effect on TESL provision, with the 'mother-tongue' experience of developing bilinguals receiving far more attention.

Further enquiries about the RSA Diploma in Teaching Community Languages may be addressed to: Ms Hazel Orchard, Assistant Director (Language Schemes), Royal Society of Arts Examinations Board, 10 John Adam Street, Adelphi, London WC2N 6EZ.

John Landon
Moray House College of
Education,
Holyrood Road
Edinburgh EH8 8AQ.

JL/EMS
90/019

Diploma in the Teaching of Community Languages

1 AIMS OF THE SCHEME

There are at present many people teaching the languages of ethnic minority communities in Britain, mostly in supplementary schools meeting at week-ends or in the evenings, but to some extent also now in the LEA schools and colleges. They have often had little or no training for the particular function they now have to fulfil, although some will have other educational qualifications or even teacher training.

This scheme aims to meet the recommendations of the RSA's own Working Party on the Training of Teachers of Minority Languages, of the NCLE's Working Party on the Languages of Minority Communities, of NCMTT and of NAME, that an in-service qualification in this field should be made available on a national basis, as an indispensable contribution to the raising of professional standards in the field.

2 TARGET POPULATION

The scheme aims to cater for:

1. Teachers who are already working or who have worked in the field of community languages in supplementary or mainstream schools and colleges.
2. Teachers working or who have worked in other disciplines who wish to extend their qualifications.

3 ENTRY TO THE SCHEME

The following are recommended criteria for entry:

1. Candidates should be at least 18 years old.
2. Candidates should *either* have reached the level of a full secondary education in the medium of the target language *or* have obtained an 'A' level (or equivalent) in the target language, (in this case the importance of oral proficiency is emphasized) ***and*** have a command of English sufficient to enable them to follow the course.

Candidates who do not meet the above recommendations may be allowed entry on to a course at the discretion of the course tutor.

4 COURSE REQUIREMENTS

1. Courses can only be offered at approved centres.
2. Recommended minimum class contact hours are 100. In addition, candidates without qualified teacher status should observe other teachers, preferably of languages or of ESL, for at least 8 hours. For all candidates 3 lessons, each normally of at least 45 minutes duration and with at least 8 students in the class, will be observed by the course tutor(s). Centres, in consultation with the RSA, may use their discretion in relating minimum class size to the particular teaching context. One lesson will be observed by an examiner appointed by the RSA.
3. Course tutors should have between them an understanding of the language or languages which candidates are teaching, and of language and language learning in general; knowledge of the relevant local minority communities and in particular of their 'mother tongue' schools and classes; and experience of teacher training. Assessment of the practical element of the course must involve a tutor with a knowledge of the language being taught.
4. If centres wish to admit candidates teaching languages in which the existing team of course tutors are not competent, then additional tutors must be employed, if necessary on a part-time basis, to contribute the language-specific parts of the course.
5. Resources should include access to good library facilities and a range of teaching materials. Candidates should have used audio-visual aids etc, and not only have had their use demonstrated.

5 EXAMINATION/ASSESSMENT

The examination is designed to test understanding of the theory of language teaching and language learning balanced with the demands of practical application.

A Topic Areas

1. *Language Learning and Teaching in a Bilingual Context*

   Candidates should demonstrate an understanding of language learning and teaching in a bilingual context by describing, analysing, discussing:

   1.1 Bilingualism and biculturalism
   1.2 Languages and dialects in overseas and in UK context
   1.3 The language education of bilingual children
   1.4 First and second language learning
   1.5 Oral-aural and literacy skills

2 *Evaluation and Development of Teaching Materials*

Candidates should demonstrate an ability to:

2.1 Discover sources of existing materials produced for teaching the target language as a community language, as a first language, and as a foreign language.

2.2 Evaluate materials in terms of language content, cultural content and quality of format.

2.3 Describe the linguistic structure of the target language in so far as this is relevant to planning teaching and materials production.

2.4 Adapt existing materials and produce new material.

3 *Classroom Organisation*

Candidates should demonstrate an ability to:

3.1 Organise classes of differing sizes, age-groups and ability ranges.

3.2 Handle whole class, small group and individual, self-access and collaborative learning.

3.3 Use visual and audio materials and aids.

4 *Assessment of Pupils' Language Skills*

Candidates should demonstrate a knowledge and understanding of:

4.1 Diagnosis and placement: language profiles of individuals and groups.

4.2 Checking and recording progress and achievement in oral-aural and literacy skills: informal classroom testing procedures.

4.3 Certification: public examinations and standardised tests.

B Format

The assessment scheme will be in three parts:

1. A written paper of 3 hours relating to all four topics areas.
2. A practical teaching test focussed on topic 3. This will be based on 3 observations by the course tutor(s) and 1 by an external assessor appointed by the RSA, using the RSA's assessment form.
3. Scheme of Work

Either: An outline plan of twelve lessons of which three are described and evaluated in detail and submitted for assessment with all teaching materials.

or: An outline plan of three major topics of which three units, selected from these topics are described and evaluated in detail and submitted for assessment with all teaching materials.

N.B.The answers in Part 1 and the Scheme of Work for Part 3 may be written either in English or in the relevant community language.

In order to gain the award candidates will be required to pass all 3 parts. However, candidates who fail in one part may, at the discretion of the RSA, be referred in that part and allowed to re-take it.

CENTRE NUMBER

CANDIDATE NUMBER

CENTRE NUMBER	
CANDIDATE NUMBER	

ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD

DIPLOMA IN THE TEACHING OF COMMUNITY LANGUAGES

Final Examination: Report on Practical Test

SECTION 1 General data			
Candidate's name	Centre:		
Place of Examination:	Date:		
	Time:		
Level & type of class:	No. in Class:		
Type of school: Mainstream Community			

SECTION 2 Preparation of the lesson			
	S	U	Comments:
Lesson Plan: general shape; balance and variety of activities; variations of patterns of teacher-pupil and pupil-pupil interaction.			
Aim: Clarity, limitation and Specification.			
Choice and relevance of materials to the level and type of class.			
Relevance of materials to the experience of learners in the UK.			
Adaptive/innovative quality of materials.			

Insert ticks as appropriate: S = Satisfactory; U = Unsatisfactory.

SECTION 3 Execution and management of the lesson.			
	S	U	Comments:
The extent to which specified aims are achieved.			
Progress through the lesson, change in activity, pace, etc.			
Extent and quality of teacher-pupil and pupil-pupil interaction.			
Effectiveness of materials.			
Organisation within classroom.			
Use of visual aids, including blackboard or equivalent where used.			
Effective use of current language teaching approaches.			
Awareness of and sensitivity to individual needs.			

SECTION 4 Overall Comments

SECTION 5 Final Assessment

Final assessment (write Pass/*Fail/*Distinction)
**Reasons for award of a Fail or Distinction assessment:*

Name of Assessor:

Signature: Date:

ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD

DIPLOMA IN THE TEACHING OF COMMUNITY LANGUAGES

Candidate's Description of the Learning Group

Candidate's Name							Centre	
Place of Examination	Type of School		Community		Main-stream		Date	
	Name of School						Time	
	Address							
Community Language Offered								

A. **The Class**

(Place a tick in the appropriate box)

1. **Class Composition**

One CL level ☐ Mixed CL levels ☐

One CL level and non-CL speakers ☐

Mixed CL levels and non-CL speakers ☐

2. Is this the normal teaching situation for the group? Yes ☐

No ☐

If not, give reasons

N.B. Only in exceptional circumstances will a candidate be allowed to take a specially constituted group for the examination.

3. **Models of Organisation**

a) Withdrawal ☐ b) Integrated ☐ c) Mixed ☐

d) Modern Language Option ☐

4. For detailed description of the learning group, see overleaf.

B. **The lesson/activity**

Candidates should append details of the aims, aids and materials, and procedure for their lesson.

A4. Detailed Description of Learning Group.

Age Range			Total Number in Class			
Name of child	CLs used by child, excluding English	Tick if born in UK or give year of arrival	Understanding-ability in the CL taught (see key)	Speaking ability in the CL taught (see key)	Reading ability in the CL taught (see key)	Writing ability in the CL taught (see key)

Continue on a further sheet, if necessary.

Ability to understand, speak, read and write the CL taught. Indicate position on five-point scale by writing a, b, c, d or e. (Where information is not available, write 'Not known'.)

a. Very good
b. Good
c. Fair
d. Limited
e. None

This form should be completed and handed to the Assessor before the start of the practical test. This form will be forwarded to the RSA by the Assessor.

BOOK LIST
(At present under review)

This selection is based on the suggestions submitted by four of the five pilot centres in Autumn 1983. Further comments and suggestions are welcomed.

For Topic I (Language Learning and Teaching in a Bilingual Context)

Passages or articles from:

Beardsmore, H B	*Bilingualism: Basic Principles* Tieto 1982
Cummins J	*Bilingualism and Minority Language Children* OISE, Toronto 1981
CILT	*Bilingualism and British Education: The dimensions of diversity* CILT 1976
Saifullah Khan V	*Bilingualism and Linguistic Minorities in Britain* Runnymede Trust 1977
Tosi A	*Mother Tongue Teaching for the children of migrants. Survey article. Language Teaching and Linguistics. Abstracts, Vol. 12 No. 4* October 1979
Tosi A	*Immigration and Bilingual Education Pergamon 1984*
Wright J	*Bilingualism in Education* CUES, London 1980
Rosen H and Burgess T	*Languages and Dialects of London School Children* Ward Lock 1980
Harlton D and Willey R	*Supporting Children's Bilingualism* Schools Council 1982
Journal of Multilingual and Multicultural Development	Published since 1980 by Multilingual Matters Ltd., Bank House, Clevedon, Avon BS2 7HH
National Union of Teachers	*Linguistic Diversity and Mother Tongue Teaching. Policy Statement.* London NUT 1982
CRE	*Ethnic Minority Community Languages. A Statement* May 1983
Miller J	*Many Voices* 1983
ILEA	*The Languages Book*
Krashen S D	*Principles and Practice of Second Language Acquisition* 1982
Russell R	*Ethnic Minority languages and the schools (with special reference to Urdu)* Runnymede Trust 1980
Garner M (ed)	*Community Languages – their role in education.* River Seine publications, Australia 1981
Dakin J	*Language Laboratory and Language Learning* Longman 1973
Rees O and Fitzpatrick B	*Mother tongue and English Teaching Project: Working Papers* Bradford College 1980
Richmond J and Savva H	*Investigating Our Language*
Reid E (ed)	*Minority Community Language in School* NCLE/CILT 1984
Saunders G	*Bilingual Children*
Linguistic Minorities Project	*Linguistic Minorities in England* Tinga Tinga/Heinemann 1983
Wilding J	*Ethnic Minority Languages in the Classroom* Leicester CCR 1977

For oral-aural and literacy skills, see sections from:

Byrne D	*English Language Teaching Perspectives* Longman 1980
Byrne D	*Teaching Oral English* Longman 1976
Byrne D	*Teaching Writing Skills* Longman 1980
Dulay, Krashen and Burt	*Language 2: Classroom Techniques for Development of Aural/Oral skills*
Garvie E	*Breakthrough to Fluency*
Hester H	*Language in the Multiethnic Primary Classroom* Video 1982
Johnson K and Morrow K	*Communication in the classroom* Longman 1981
Nuttall C	*Teaching Reading Skills in a Foreign Language* Heinemann Educational Books 1982
Tench F	*Pronunciation Skills* Macmillan 1981
Mackay D and Thompson B	*Breakthrough to Literacy Handbook* Longman 1970
White R	*Teaching Writing* Allen and Unwin 1980
Wiles S	*Bilingual Under Fives* Video 1983

For Topic 2 (Evaluation and Development of Teaching Materials)

Sections from:

Klein G	*Resources for Multicultural Education, An Introduction* Longman for the Schools Council 1982
Tosi A	*Materials for mother-tongue teaching in the context of second-language learning* NCLE/CILT 1982
Nicholls S and Naish J	*Teaching English as a Second Language (Chapter 9 on Resources)* BBC 1981
Modern English Teacher	(published quarterly – copies in college libraries)

For Topic 3 (Classroom Organisation)

Sections from:

McAlpin J	*The Magazine Picture Library* Allen & Unwin 1980
Mugglestone P	*Planning and Using the Blackboard* Allen & Unwin 1980
Wright A	*Visual Materials for the Language Teacher* Longman 1976
Willis J	*Teaching English through English* Longman 1981
Hobbs J	*Teaching Observed* BBC 1977
Broughton G *et al*	*Teaching English as a Foreign Language* Routledge, Kegan Paul 1978
Geddes M and Sturtridge G	*Individualisation* MET
Johnson K and Morrow K	*Communication in the Classroom* Longman 1981

For Topic 4 (Assessment of Pupils' Language Skills)

Clift P Weiner G and Wilson E	*Record-keeping in Primary Schools* Macmillan 1981
Nicholls S and Naish J	*Teaching English as a Second Language (Chapter 3)* BBC 1981
Broadbent J	*Towards a Programme of In-service Teacher Training for Minority Languages* CILT 1982
Scope Stage 1 (2nd edition)	*Teacher's Book: An introductory English Course for immigrant children* Longman 1978
Scope Stage 2	*Teacher's book* Longman 1972
Scope Handbook 3	*Infants* Longman 1978
Reid E	*Public Examinations in Ethnic Minority Languages: Availability and Currency* CILT 1982
Heaton J B	*Writing English Language Tests* Longman 1975
Schools Council	*Community Languages at 16+* Longman 1983

General

Trudgill	*Accent, Dialect and the School* 1974
Wilkinson A	*The Foundations of Language* Oxford University Press 1971
McKenzie M	*Becoming a Reader* Video
BBC	*Anglo-Saxon Attitudes, 'Multicultural Education' Series*
BBC	*Mother Tongue Attitudes, 'Multicultural Education' Series*
ILEA 2321 Report	*Bilingualism in the ILEA. The Educational implications of the 1981 Language Census*
Labov W	*Finding Out About Children's Language*
Wallwork J	*Language and People* Heinemann Educational Books 1978
	Reading Through Understanding 'Dialect' CUES/LMS

LIST OF APPROVED CENTRES

City of Birmingham Polytechnic
Dudley College of Technology
Moray House College of Education, Edinburgh
Centre for Urban Educational Studies, London
London Borough of Newham
Central Manchester College
Middlesex Polytechnic
Pathway FE Centre, Southall, Middlesex

APPENDIX 3

Mailing List of Invited Participants

**to the National Heritage Language Teacher Training Conference,
Ontario Institute for Studies in Education,
January 15-16, 1988**

*Confirmed Participants

BRITISH COLUMBIA

REGION	ACADEMIC FACULTY	ETHNOCULTURAL COMMUNITY GROUPS	GOVERNMENT	SCHOOL BOARDS
British Columbia	-*Dr. K. Toohey, Faculty of Education, Simon Fraser Univ., Burnaby, B.C., V5A-1S6, -Dr. Stan Shapson, Faculty of Education, Simon Fraser University, Burnaby, B.C., V5A-1S6, -*Dr. Michael Batts, Germanic Studies, University of British Columbia, Vancouver, B.C., V6T-1W5,	-*Ms. Maggie Ip, 7253 Ridge Dr., Burnaby, B.C., V5A-1B4 -*Mr. Pietro Calendino, President Heritage Language Association of British Columbia, 5468 East Hasting St. Apt. 205, Burnaby, B.C., V5B 1R1 -Ms. Beverly Nann, Multicultural Consultant, United way, 1625 West 8th Avenue, Vancouver, B.C. V6J 1T9	-*Ms. Merle Herbert, Coordinator Second language Programs, 2840 Nanaimo Street,c/o Parliament Building, Victoria, B.C. -*Mr. Enrico Diano, B.C. Cultural Heritage Advisor, Box 15#252 - 800 Hornby Street, Vancouver, B.C. V6Z - 2C5	-*Mr. Kenneth Hegler, 711 West Queen's Road, North Vancouver, B.C. V79-2L4 -*Mr. Ken Harvey, Continuing Education Dept., Vancouver School Board, 1595 West 10th Avenue, Vancouver, B.C. V6J 1Z8 -Dr. Ken Denike, Chairperson, Vancouver Public School Board, 1595 West 10th Avenue, Vancouver, B.C. V6J 1Z8

ALBERTA

REGION	ACADEMIC FACULTY	ETHNOCULTURAL COMMUNITY GROUPS	GOVERNMENT	SCHOOL BOARDS
Alberta	-Dr. Doug Parker, Dept. of Elementary Ed., U. of Alta., Edmonton, Alta., T6G-2G5 -*Dr. Terri Piper, U. of Calga;ry, Dept. of Curriculum & Instruction, U. of Calgary, Calgary, Alta., T2N 1N4 -*Prof. Peter Hefferman, Dept. of Education, University of Lethbridge, 4401 University Drive, Alberta, T1K-3M4,	-*Ms. Josephine Pallard, Northern Alberta Heritage Language Assoc. 9905 - 91st Avenue, Edmonton Alberta, T6E 2T7 -*Ms. Fiona Pelech, Dir. of Communication, Northern Alberta Heritage Language Assoc.,11226 - 101 Street, Edmonton, Alberta T5G - 2A5 -*Ms. Mary Thodas, Southern Heritage Language Assoc., 5128-33rd Ave. SouthWest, Calgary, Alta.,T3E 6S1 -* Mr. Henry Kriesel, 12516 - 66th Avenue, Edmonton Alberta, T6H 1Y5	-Mr. Adrian Bussiere, Dept. of Education, Devonian Bldg., 5th Floor, East Tower, 11160 Jasper Ave., Edmonton, Alberta, T5K-0L2, (*Delegate Mr. John Sokolowski) -*Mr. Walter Lazaruk, Associate Director of Second Language Programs, Dept. of Education, Devonian Bldg., 2nd Floor, West Tower, 11160 Jasper Ave., Edmonton, Alberta, T5K-0L2, -*Dr.Roman Petryshyn, Executive Director, Office of Multicultural & Native Programming, Grant MacKewan Community College, P.O. Box, 1796, Edmonton, Alberta, -*Mr. Rainer E. Wicke, German Language Consultunt, Alberta Education, Language Service Branch, 2nd Floor, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta, T5K-0L2 -*Mr. John Sokolowski, Department of Education, Devonian Building, 5th Floor, East Tower, 11160 Jasper Ave., Edmonton, Alberta, T5K-0L2	-*Ms. Denise Tremblay, Education Centre, Edmonton Public Schools, Centre for Education, 1 Kingsway, Edmonton, Alberta, T5H-4G9, -*Mr. Don Vinge, McKernan Elementary & Junior High School, 11330 - 76 Avenue, Edmonton, Alberta, T6G-0K1, -*Mr. Edmond Levasseur, Supervisor,Edmonton Catholic School District No. 7, 9807 - 106 St., Edmonton,Alberta, T5K-1C2.

REGION	ACADEMIC FACULTY	ETHNOCULTURAL COMMUNITY GROUPS	GOVERNMENT	SCHOOL BOARDS
			-*Dr. L. Rappel, Director of Teacher Certification & Development, Alberta Education, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, Alberta, T5K-OL2 -*Ms. Katerina Greco, Alberta Culture, Cultural Heritage Division, Community Program Consultant, 12431 Stony Plain Rd. ,2nd Floor, Edmonton Alberta, P5N 3N3 -*Mr. T. Keyko, Director Northern Branch, Alberta Culture, Multiculturalism, 12431 Stony Plain Road, 2nd floor, Edmonton Alberta -*Mr. M. Hai Nguyen, Secretary of State, Room 101, Harley Court, 10045 - 111Street, Edmonton, Alberta T5K 1K4	

SASKATCHEWAN

REGION	ACADEMIC FACULTY	ETHNOCULTURAL COMMUNITY GROUPS	GOVERNMENT	SCHOOL BOARDS
Saskatchewan	-*Dr.W.H.Rubrecht, Dept. of Germanic Languages, University of Regina, Regina, Saskatchewan, S4S-0A2, -*Dr.Tony Harras, 2840Angus St., Regina Saskatchewan, S4S-1N8 -Ms. Vera Labach, Department of Slavic Studies, University of Saskatchewan, Saskatoon,Saskatchewan, S7N 0W0 -*Dr.Roland Miller, Dean, Luther College, University of Regina, Regina, Saskatchewan, S4S-0A2 -*Dr. Patrick Douaud, Faculty of Education, University of Regina, Regina, Saskatchewan, S4S-0A2 -Prof. Roma Franco, Dept. of Slavic Studies, University of Saskatchewan, Saskatoon, Saskatchewan,S7N 0W0	-*Ms. Lucia Pappini, 82 Lowry Place, Regina, Saskatchewan, S4S-6C7 -*Ms. Pamela Wilson, Executive Director, Saskatchewan Organization for Heritage Languages, P.O. Box 3825, Regina,Sask., S4P-3N8 (other: 2nd Floor, Administration, Centre, 2332 11th Avenue, Regina Saskatchewan, S4P 0K1) -*Dr.Shakeel Akhtar, Pres., Saskatoon Multicultural Council Inc., 51 Anderson Cres., Saskatoon, Saskatchewan, S7H-3Z9 -*Mr. Ved Arora, President, Multilingual Assoc. of Regina, 3583 Queen St., Regina, Sask., S4S-2G3 -*Mr. David Ngai, President, Saskatchewan Organization for Heritage Languages, P.O. Box 3825,Regina, Saskatchewan, S4P-3N8 -*Dr. M.J. Kindrachuk, Saskatchewan Organization for Heritage Languages, No 2 Weir Crescent, Saskatoon, Saskatchewan, S7H-3A9	-*Ms. June Rincker, Language Consultant, Saskatchewan Parks, Recreation & Culture, 3rd Floor, Ratner Bldg., 1942 Hamilton St., Regina, Saskatchewan, S4P-3V7 -*Mr. George Zerebecky, Educational Consultant for Multiculturalism, Dept. of Education, 3130 - 8th St. East, Saskatoon, Saskatchewan, S7K 2H6	-*Ms. Margaret Freund, Heritage Language Consultant, Saskatoon Board of Education, 405 Third Ave., Saskatoon, Saskatchewan, S7K-1M7,

MANITOBA

REGION	ACADEMIC FACULTY	ETHNOCULTURAL COMMUNITY GROUPS	GOVERNMENT	SCHOOL BOARDS
Manitoba	-*Dr. Pat Mathews, 287 Education Bldg., University of Manitoba, Winnipeg, Manitoba, R3T-2N2 -Prof. Virginia Sauve, 238 Education Building, University of Manitoba, Winnipeg, Manitoba, R3T 2N2,	-*Dr. Baruch Rand, Winnipeg Bd. Jewish Education, 25-270 Hargrave St., Winnipeg, Manitoba, R3B-2K1 -*Ms. Margerit Roger, German Canadian Congress, 42-303 Assiniboine Ave., Winnipeg, Manitoba, R3C-OX8 -*Mrs. Ajit Kaur Deol, Pres. of MAPAL, R.R. 1A Box 109, Group 24, Winnipeg, Manitoba,, R3C-4A2 -Mr. Harald Ohlendorf, 90 Norlorne Drive, Winnipeg, Manitoba, R3R-2Y6 -Mr. Augustinho Bairos,c/o Portuguese Association for Manitoba, 659 Yonge Street, Winnipeg, Manitoba, R3B 2T1 -*Ms. Dagmar Martens, Box161, St. Germain, Manitoba, R0G 2A0 -Dr. Yan-Tay Tsai, Manitoba Intercultural Council, 508 Kelvin Blvd., Tuxedo, Winnipeg, Manitoba, R3P 0J4 -*Mr. Mike Maendel, Hutterian education Committee, Suncrest Colony, Tourond, Manitoba R0A - 2G0	-*Ms. Eliana Handford, Dept. of Education, Curriculum Development andImplementation, 409-1181 Portage Ave., Rm 409, Winnipeg, Manitoba, R3G-0T3, -Mr Antonio Tavares, Manitoba Education, Curriculum Development, 411-1181 Portage Ave., Winnipeg, Manitoba, R3G-0T3 -Mrs. Florence Paynter, Native Education Consultant, Manitoba Education, Curriculum Development & Implementation, 409-1181 Portage Ave., Rm. 408, Winnipeg, Manitoba, R3G-0T3, -*Mr. Edward Buller, Assistant Deputy Minister, Manitoba Education, 409-1181 Portage Ave., Rm.311, Winnipeg, Manitoba, R3G-0T3, -*Ms. Ester Sanderson, Native Education Consultant, Manitoba Education, Curriculum Development & Implementation, 409-1181 Portage Ave., Rm. 408, Winnipeg, Manitoba, R3G-0T3	-*Mr. Willem Steur, Coordinator French-Modern Languages , Winnipeg School Division #1, ERC Rockwood,350 Rockwood St., Winnipeg,Manitoba, R3M-3C5, -*Ms. Anita Neville,Chairman of Board of Trustees, Winnipeg School Division #1, 1577Wall St.East, Winnipeg, Manitoba, R3E-2S0 -*Mr. Don Tole, Language Coordinator, Seven Oaks School Division#10, 375 Jefferson Ave.,Winnipeg, Manitoba,R2V-0N4, -*Ms. Judy Silver, Pres. of MAST (Manitoba Association of School Trustees),SevenOaks School Division#10, 375 Jefferson Ave.,Winnipeg,. Manitoba,R2V-0N4

ONTARIO

REGION	ACADEMIC FACULTY	ETHNOCULTURAL COMMUNITY GROUPS	GOVERNMENT	SCHOOL BOARDS
Ontario	-*Ms. Janet Dawson, 675 Carlaw Ave., Toronto, Ontario, M4K-3K7, -*Dr Howard Hainsworth, FEUT, University of Toronto, Toronto, Ont., -*Ms. Maureen Hynes, 128 Withrow Ave., Toronto, Ont., M4K 1C9 -*Ms. Kenise Murphy Kilbride, Urban & Regional Planning, Ryerson Polytechnical Institute, 350 Victoria St., Toronto, M5B-2K3 -*Dr.Sima Paribakht, Centre for Second Language Learning, University of Ottawa, 600 KingEdward Street, Ottawa, Ont., K1N-6N5 -*Dr Wendy McDonnell, Faculty of Education, York University, 4700 Keele St., North York, Ont., M3J-1P3, -*Ms. Kazuko Nakajima, RobartsLibrary, Dept. of East Asian Studies,University of Toronto, Toronto, Ont. -*Dr. Wendy McDonnell, Office of the Dean, Faculty of Education, York University, 4700 Keele Street, North York, Ontario, M3J-1P3 -*Prof. Ian Martin, Language Policy Analysis Research Unit, Room C226, York Hall, Collège Universitaire Glendon, York University, 2275 Bayview Avenue, Toronto M4N 3M6 -*Dr. Marcel Danesi, Dept. of Italian Studies, University of Toronto, Toronto, Ontario, M5S 2R7 -*Dr. Margarita Feliciano, York University, c/o 96 Lawrence Avenue East, Toronto, Ontario, M4N 1S7 -*Dr. Merle Richards, Brock University, St. Catherines, Ontario L25 - 3A1	-*Ms.Dorothy Chin,Chinese Cultural Lingual Centre, c/o 33 Phoebe St., Toronto, Ont. -*Mr. Alberto di Giovanni, Centro Canadese Scuola e Cultura Italiana, Columbus Centre, 901 Lawrence Ave. West, Toronto, Ontario, M6A-1C3, -*Mr. Eduardo Couto, Exececutive Director,Portuguese Interagency Network, 10 Major St., Suite #300, Toronto, Ontario, M5S 2L1 -*Mr. Herminio Schmidt, Association of German Language Schools, #96 - 121 University East, Waterloo, Ont., N2J-2W1 -*Ms. Rebecca Ullmann, 247 Bedford Rd., Toronto, Ont. M5R-2L3 -*Ms. Muriel Fung, Pres. Chinese Cultural Lingual Centre,c/o OISE Computing Services Group, Room 8-294, 252 Bloor St. West, Toronto, M5S 1V6 -*Dr. O. Katsaitis, Hellenic Canadian Federation of Ontario, 455 Spadina Ave., Suite 304, Toronto, Ontario, M5S-2G8, -*Ms. Shakila Quadri, Canadian Ethnocultural Council, 251 Laurier Ave. West, Suite 1100, Ottawa, Ontario, K1P-5J6, -* Mr. Angelo Delfino, Canadian Ethnocultural Council, c/o 28 Carousel Court, Toronto, Ontario, M6B 3M1, -*Rev. Ljubo Krasic, HISAK-CSAC, P.O. Box 209, Norval, Ont., L0P-1K0,	-Dr. Jack Berryman, Ministry of Education, Legislation Branch, 900 Bay St., 18th Floor, Mowat Block, Toronto, Ontario, M7A-1L2, -*Ms. Helen Mitchell, Ontario Ministry of Education, Centre for Secondary & Adult Education, 900 Bay St., 16th Floor Mowat Block, Toronto, Ont., M7A-1L2, Mr. Joseph Rapai, Ministry of Education, Centre for Secondary & Adult Education, 900 Bay St., 16th Floor Mowat Block, Toronto, Ont., M7A-1L2, -*Ms. Margaret Wolchak, Ministry of Education, Centre for Early Childhood & Elementary Education, 900 Bay St., 17th Flor, Mowat Blck, Toronto, Ont., M7A-1L2m -*Mr. Frank Musso, Ministry of Education, Centre for Early Childhood & Elementary Education, 17th Floor, Mowat Block, 900 Bay St., Toronto, Ont., M7A-1L2 -Mr. Boyd Pelley, Council of Ministers of Education of Canada, 252 Bloor St. West., 5th Floor, Toronto, Ontario, M5S 1V6 -*Ms. Anne Marie Majtenyi, Multiculturalism Directorate, Secretary of State, Ottawa, Ontario, K1A 0M5 -*Mr. Raul Rojas, Toronto, Multiculturalism Office, 720 Spadina Ave., Main Floor, Toronto, Ontario, M5S-2T9	-*Ms. Miriam DiGiuseppe, Orde St. Public School, 18 Orde St., Toronto,Ont., M5T-1N7, -*Mr. Hugh McKeown, Flemington Public School, 10 Flemington Rd., North York, Ont., M6A-2N4, -*Mr. John Tullo, York Board of Education, 2 Trethewey Dr., City of York, Ontario, M6M-4A8, -*Ms. Maria Di Ioia, MSSB, 80 Sheppard Ave.East,Willowdale, Ont., M2N-6E8, -*Ms. Jane Gibson, East York Board of Education, 840 Coxwell Ave., Toronto, Ont., M4C-2V3, -*Ms. Adrienne Game, Ottawa R.C.S.S. Board, 140 Cumberland St., Ottawa, Ont., K1N-7G9, -*Ms. Irene Stosich, Modern languages department, Toronto Board of Education, 155 College St., Toronto, Ontario, M5T 1P6 -* Mr. Gord Claus, Supervising Principal, Heritage Language Program, The Board of Education for the City of North York, 5050 Yonge St., North York, Ontario, M2N 5N8 -*Mr. Peter Johnson, Principal of Continuing Education, Dufferin-Peel R.C.S.S. Board, 40 Matheson Blvd. West, Mississauga, Ontario, L5R 1C5

ONTARIO

REGION	ACADEMIC FACULTY	ETHNOCULTURAL COMMUNITY GROUPS	GOVERNMENT	SCHOOL BOARDS
	-*Prof. Ian Martin, Language Policy Analysis Research Unit, Room C226, York Hall, Collège Universitaire Glendon, York University, 2275 Bayview Avenue, Toronto M4N 3M6 -*Dr. Grace Feuerverger, Dept. History & Philosophy,OISE, 252 Bloor St. West, Toronto M5S 2G8	-Mr. Pritam Singh, Sikh Social and Education Society, P.O. Box 3188, Markham, Ont., L3R-6G4, -Dr. Pang Shek, 149 Harlandale Ave., Willowdale, Ont., M2N-1P5 -Ms. Isabel Kaprielian, OISE, 252 Bloor St. West, Toronto, Ontario -Dr. Shui L. Kong 371 Bloor St. west, Toronto, Ontario. -*Mr. Bob Somerville, Executive Asst. to the Superintendent of Operation, Waterloo County Board of Ed., 141 Amos Avenue, Waterloo, County, N2L 2W8 -* Ms. Tanya Onyschuk, 2 Ravensbourne Cres. Etobicoke, Ontario, M9A 2A6, -* Ms. Goli Rezai, COST Education Centre, 760 College St., Toronto, Ontario, M6G 1C4 -*Mr. P. Siraco, Italian Canadian Youth Formation Centre of Ottawa, c/o 121 Daly Street, Ottawa Ontario, K1N - 6E6	-*Mr. Ray Edwards, Toronto Multiculturalism Office, 720 Spadina Ave., Main Floor, Toronto, Ontario, M5S-2T9 -*Ms. Chrystyna Hnatiw, Toronto Multiculturalism Office, 720 Spadina Ave., Main Floor, Toronto, Ontario, M5S-2T9 -*Ms. Sandra Souchotte, Multiculturalism Directorate, Secretary of State, Ottawa, Ontario, K1A 0M5 -*Ms. Stella Ohan, Office of the Commissioner for the Official Languages, 110 O'Connor Street, Ottawa,Ontario, K1A 0T8	

QUEBEC

REGION	ACADEMIC FACULTY	ETHNOCULTURAL COMMUNITY GROUPS	GOVERNMENT	SCHOOL BOARDS
Quebec	-Dr. Patsy Lightbrown, TESL Centre, Concordia University, 1455 de Maisonneuve Blvd.West, Montreal, Quebec, H3G-1M8 -*Dr.Maryse Bosquet, 5055 Hampton, Montreal, Quebec,H3X-3P8 -*Dr.Ron Mackay, TESL Centre, Concordia University, Sir George Williams Campus, 145 de Maisonneuve Blvd. West, Montreal,Que., H3G-1M8 -Dr.Alison d'Anglejan, Département d'enseignement secondaire et collégiale, Universite de Montréal, C.P. 6128,Succursale A, Montréal, Québec, H3C-3J7, , (University of Montreal, P.O. Box 6128, Station A, Montreal, Quebec, H3C-3J7)	-Dr.Donat Taddeo, Communications Studies, Concordia University, 7141 Sherbrooke West, Montreal, Quebec, H3X-3P8 -*Dr. E. Gavaki, Dept. of Sociology & Anthropology, Concordia University, Loyola Campus, 7141 Sherbrooke St. W., Montreal, P.Q. H4B 1R6 -*Mr. A. Maris, Pres. of Hellenic Community of Montreal, 5777 Wilderton Ave., Montreal Quebec, H3S 2V6 -*Dr. Tony Bernardelli, National Congress of Italian Canadian Quebec Region, c/o 7481 Cellier St.,Anjou, Quebec, H1K 3L1 -Dr. Jean Arakelian, Pres. of Armenian Apostolic Community, 1550 Norway Road, Town of Mount Royall, Ontario, H4P 1Y2	-*Mr. Joseph Bitton, Co-ordinator of Heritage Language Programs, Ministère. de l'Educacion PELCO, Direction des Programmes,, 600 rue Fullum, 6e étage, Montreal,Québec , H2K-4L1, (res) 11 Harrow Rd., Hampstead, Québec, H3X-3W3.	-Ms. Françoise Benamé, C.E.C.M., 3737 East Sherbrooke Avenue, Montreal, P.Q. H1X 3B3 -*Ms. Simone Azzam, C.E.C.M., 3737 East Sherbrooke Avenue, Montreal, P.Q. H1X 3B3

ATLANTIC PROVINCES

REGION	ACADEMIC FACULTY	ETHNOCULTURAL, COMMUNITY GROUPS	GOVERNMENT	SCHOOL BOARDS
Atlantic Provinces	-*Mr. James Kelly, Superintendent, Language Learning, Canadian Coast Guard College, P.O. Box 6700,Cape Breton, Nova Scotia, B1P-6K7 -Dr.Sid Sodhi, Faculty of Education, Dalhousie University, Halifax, Nova Scotia, B3H-3J5	-Ms. Erlinda Unite, Heritage Language Association, c/o Multicultural Association of Nova Scotia, 5516 Spring Garden Rd., Suite 305, Halifax, Nova Scotia, B3J-1G8, -*Mr. Tony Faddoul, 91-B Coronation Avenue, Halifax, Nova Scotia, B3N 2M7	-*Ms. Janice Walsh-Ward, (Field Officer), Department of the Secretary of State, 5281 DukeSt., Halifax, Nova Scotia, B3J-3M1, -Dr.Tony Johnston, Director of Nova Scotia Human Rights commission, P.O. Box 2221, 3rd Floor, Lord Nelson Arcade, Halifax, Nova Scotia, B3J 3C4 *Mr. Bob Haines, (del.- Mr. Blenis Nicholson Dep. Min)Department of Education, P.O. Box 578, Halifax, Nova Scotia, B3J 2S9, -Mr. Lajaune Naud, Director of Curriculum, Department of Education, P.O. Box 578, Halifax, Nova Scotia, B3J-2S9,	-*Dr. Harold Weilland, Lunenburg Co. Dist. School Board, Box 380, Bridgewater, Nova Scotia, B4V-2W9 -*Mr. James Watson, N.S. Highland Village Society, P.O. Box 58, Hector's Point,Iona, Nova Scotia, B0A-1L0,

INTERNATIONAL

REGION	ACADEMIC FACULTY	ETHNOCULTURAL COMMUNITY GROUPS	GOVERNMENT	SCHOOL BOARDS
International Participants	-*Mr. John Landon (presenter), Moray House Collegeof Education, Holyrood Rd., Edinburgh, Scotland -*Dr. Russ Campbell, English Dept. UCLA, 405 Hilgard Avenue, Los Angeles, California, USA 90024			

PROGRAM

HERITAGE LANGUAGE TEACHER TRAINING CONFERENCE ORGANIZED BY THE NATIONAL HERITAGE LANGUAGE RESOURCE UNIT WITH FUNDING SUPPORT FROM THE MULTICULTURALISM SECTOR SECRETARY OF STATE, OTTAWA

FRIDAY January 15

9:30 - 11.00	REGISTRATION OISE Lobby
11:00 - 11:25	WELCOME AND OVERVIEW OF CONFERENCE GOALS Jim Cummins, Director, National Heritage Language Resource Unit (NHLRU) OISE Auditorium
11.25 - 11.30	INTRODUCTION OF MR. CROMBIE Alberto di Giovanni, Director of Programs, Centro Canadese Scuola e Cultura Italiana
11:30 - 12:10	KEYNOTE ADDRESS The Hon. David Crombie, Secretary of State
12:10 - 12:15	PRESENTATION TO THE MINISTER Dorothy Chin, Director of Programs, The Chinese Lingual-Cultural Centre of Canada
12:15 - 1:30	LUNCH Second Floor Lounge, OISE
1:30 - 3:00	PANEL: POLICY DIRECTIONS IN HERITAGE LANGUAGE TEACHER TRAINING Michael Batts, University of British Columbia (Chairperson) Hugh McKeown, North York Board of Education Denise Tremblay, Edmonton Public Schools Eliana Handford, Manitoba Education Ron Mackay, Concordia University John Landon, Moray House College of Education, Edinburgh and Royal College of Arts
3:00 - 3:30	COFFEE

3:30 - 5:00 PANEL: COMMUNITY GOALS IN HERITAGE LANGUAGE TEACHER TRAINING
Ajit Kaur Deol, Manitoba Association for the Preservation of Heritage Languages (Chairperson)
Maggie Ip, Heritage Language Association of British Columbia
James Watson, Highland Village Society, Nova Scotia
Tania Onyschuk, Ontario Heritage Language Association
Lucia Papini, Saskatchewan Organization for Heritage Languages
Angelo Delfino and Shakila Qadri, Canadian Ethnocultural Council

5:00 - 5:30 GENERAL DISCUSSION OF COMMUNITY GOALS AND POLICY DIRECTIONS

SATURDAY January 16

9:00 - 9:30 COFFEE

9:30 - 10:00 GENERAL SESSION
Discussion of goals and procedures of small working groups
(Rooms 4-412/413)

10:00 - 12:15 SMALL WORKING GROUPS (6) FOCUSING ON (A) HERITAGE LANGUAGE TEACHER TRAINING FOR INSTRUCTION WITHIN THE REGULAR SCHOOL PROGRAM AND (B) HERITAGE LANGUAGE TEACHER TRAINING FOR INSTRUCTION IN COMMUNITY-RUN OR CONTINUING EDUCATION PROGRAMS
Groups will define the *target populations*, *entry requirements to course*, and *course structure* with respect to minimum contact hours, nature of qualification, characteristics of course instructor and possible language-specific tutors, content of course, roles of federal and provincial governments, school boards, and course participants in funding of course, community involvement in planning and organization of course, and distance education possibilities for remote groups. Concrete steps towards implementation will also be specified.

Group A1 - 4-464; A2 - 4-468; A3 - 4-469
Group B1 - 4-473; B2 - 4-292; B3 - 4-294

12:15 - 1:30	LUNCH	Second Floor Lounge, OISE
1:30 - 3:00	GENERAL SESSION (4-412/413)	Reporting from small groups by group chairpersons A1: Marcel Danesi, University of Toronto A2: W.H. Rubrecht, University of Regina A3: Pat Mathews, University of Manitoba B1: Tony Bernadelli, National Congress of Italian Canadians (Quebec Region) B2: Eduardo Couto, Portuguese Interagency Network B3: Kelly Toohey, University of Simon Fraser and Heritage Language Association of B.C.
3:00 - 3:30	COFFEE	
3:30 - 4:30	GENERAL SESSION	Discussion of concrete steps towards implementation Chairperson: Jim Cummins, OISE

A. HERITAGE LANGUAGE TEACHER TRAINING FOR INSTRUCTION WITHIN THE REGULAR SCHOOL PROGRAM (Undergraduate or Postgraduate Levels

TARGET POPULATIONS

ENTRY REQUIREMENTS TO COURSE

COURSE STRUCTURE

Minimum Contact Hours:

Nature of Qualification:

Qualifications/Characteristics of Course Instructor(s):

Possible Roles of Language-Specific Tutors:

Essentials to Include in Course Content:

Funding Structure (e.g. Roles of Govt. Agencies)

Community Involvement in Planning and Organization of Course

Distance Education Possibilities

CONCRETE STEPS TOWARDS IMPLEMENTATION